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ABSTRACT

This 2001-2002 monitoring report for the Saskatchewan Institute of Applied Science and Technology (SIAST) reports on education equity issues. Highlights of the report include the following: (1) The SIAST Education Equity Committee (SEEC), in conjunction with Women in Trades and Technologies (WITT), formed a province-wide Girls Exploring Trades and Technologies (GETT) committee in order to implement recommendations of a 2001 survey; (2) SEEC supported the development of a comprehensive manual for developing GETT camps; (3) The grand opening of a space for use by students with physical disabilities requiring attendant services was held at Wascana campus; (4) Members of SEEC were offered modules in the Aboriginal Cultural Awareness Program as an aspect of professional development; (5) Enrollment of students of Aboriginal ancestry has risen to 18.9% of SIAST's total enrollment; (6) The three programs of Architectural and Building Technology, Environmental Engineering Technology, and Emergency Medical Technician have reached and maintained a 30% goal for women enrolled in the programs for 5 years; and (7) 5.1% (612) of SIAST's total enrollment of 11,968 are students with disabilities. The report includes appended tables that break down designated student group participation by division/program for the four individual campuses: Kelsey, Palliser, Wascana, Woodland, as well as for the SIAST overall. (NB)

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SIAST Education Equity Program

ANNUAL MONITORING REPORT

July 1, 2001 - June 30, 2002

Submitted to
Saskatchewan Human Rights Commission
October 2002

Monitoring Report 02-19

Saskatchewan Institute of Applied Science and Technology

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EXECUTIVE SUMMARY

The women's facilitator for Women In Trades and Technologies (WITT) operated for the first time with a provincial mandate. SEEC expanded its representative membership to include the WITT facilitator. Under her leadership, a province-wide Girls Exploring Trades and Technologies (GETT) committee was formed to implement the recommendations of the ten year survey completed in 2001, and to facilitate the transition from a variety of models to a single model of GETT camps.

SEEC supported the development of a comprehensive "how-to-manual" for developing GETT camps, supplemented with resource materials. The WITT facilitator worked with SaskWITT to produce the manual.

Palliser Campus hired a GETT coordinator to set up and supervise GETT camps and to provide support to Women In Technologies.

The grand opening of a space for use by students with physical disabilities requiring attendant services was held at Wascana Campus in October.

Professional development opportunities provided for members of SEEC included the completion of two modules in the Aboriginal Cultural Awareness Program, participation in a three day workshop which focused on prior learning assessment and portfolio development within the Aboriginal culture, and attendance at a lecture on the anatomy of racism.

Education Equity provided support for Don Burnstick and Winston Wuttunee, to make presentation to staff and students. The two gentlemen are nationally known as Aboriginal entertainers and workshop presenters on the topics of culture and wellness. Don Burnstick presented at the Aboriginal Student Leadership Conference and at Kelsey Campus during diversity week events, and Winston Wuttunee made presentations at each of the campuses.

The enrollment figure for students of Aboriginal ancestry has risen to 18.9 percent of SIAST's total enrollment. Kelsey, Wascana and Woodland Campuses met their established goal. Woodland Campus exceeded the established goal of 25 percent by 20.6 percent.

The goal for total enrollment of disabled students was exceeded at Wascana Campus. Kelsey Campus and Wascana Campus both exceeded the participation goal for students enrolled in Certificate and Diploma programs.

The percentage of women graduates from Certificate and Diploma programs increased SIAST-wide. The increases were significant at Wascana and Woodland Campuses.

The enrollment figures of female students in predominately male programs rose at Kelsey, Palliser and Woodland Campuses in the Technology division. Enrollment in Industrial division programs rose at Palliser and Wascana Campuses.

The three programs of Architectural and Building Technology, Environmental Engineering Technology and Emergency Medical Technician, have reached and maintained a 30 percent goal for women enrolled in the programs, for five years. The Corrections Worker program has maintained an enrollment of 50 percent women for five consecutive years.

The annual Aboriginal Cultural Awareness event held at Woodland Campus included workshops and cultural activities to increase awareness of Aboriginal health issues.

Recent relocation of the Learning Assistance Centre at Kelsey Campus allowed for shared space with the Aboriginal Activity Centre.

The Wascana Aboriginal Students' Association (WASA) was newly formed, and is affiliated with the Wascana Students' Association. WASA received a grant from an external foundation to assist them in the development of their association.

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1.0 INTRODUCTION

1.1 OBJECTIVES

The objective of this report is to maintain continued approval of the SIAST Education Equity Program by providing the Annual Monitoring Report to the Saskatchewan Human Rights Commission.

The SIAST Education Equity Annual Monitoring Report provides information on actions taken during the year to implement the equity program, progress made, difficulties encountered and any changes to the program under consideration. In this annual report are statistics for students of Aboriginal ancestry, students with disabilities, students of visible minority and women in predominately male programs. These statistics describe information for rates of application, enrollment, and graduates for SIAST and the four campuses.

1.2 HISTORY OF THE SIAST EDUCATION EQUITY PROGRAM

The sponsor for the Education Equity Program is the Saskatchewan Institute of Applied Science and Technology (SIAST). SIAST operates from five main locations: Kelsey Campus, Saskatoon; Palliser Campus, Moose Jaw; Wascana Campus, Regina; Woodland Campus, Prince Albert; and, Administrative Office, Saskatoon. SIAST provides training at many other locations in Saskatchewan. The Education Equity Program applies to students in all program areas: Certificate and Diploma; Basic Education; Extension and Apprenticeship programs.

In 1987, prior to the formation of SIAST, the four institutes set up a Native Services Division (NSD) in partnership with Gabriel Dumont Institute (GDI). The NSD at Wascana requested approval from the Saskatchewan Human Rights Commission (SHRC) to set aside a percentage of seats in both the Certificate and Diploma programs for Aboriginal students. This initiative was intended to increase access opportunities for Aboriginal students. This plan was approved with the condition that a plan be developed to include women and people with disabilities by 1989.

In 1988, SIAST was established by the amalgamation of several post-secondary institutes and regional colleges. Now a division of SIAST, Native Services developed an affirmative action program for Aboriginal students in the three other campuses. Again, approval was given on the condition that the program be expanded to include students with disabilities and women. The program was approved for Certificate and Diploma programs by the Saskatchewan Human Rights Commission and began in 1990.

From 1990 until 1993 infrastructure and support services for students were developed. In 1992, the Human Rights Commission included visible minority persons as a designated group in Saskatchewan. In 1993-94 a research project examined the needs of students of visible minorities within SIAST. Students of visible minorities self-identified on SIAST application forms for the first time in 1994-95.

The Native Services Division (NSD) was established through an arrangement with SIAST, Gabriel Dumont Institute and Saskatchewan Education. Until May 1993, the NSD provided counselling and support services for Aboriginal students, promoted Aboriginal culture and identity, and raised community awareness of Aboriginal issues. The NSD closed that year, and the staff counsellors were integrated within SIAST.

In 1993-94 work began on a strategy to investigate and incorporate Basic Education (BE), Apprenticeship and Extension programs into the Education Equity Program. A research project, to identify issues and make recommendations on the integration of BE and Education Equity, was completed. Also that year, a joint SIAST Education Equity Committee (SEEC) and Provincial Apprenticeship Board workshop assisted the Board in its development of a strategy to increase designated group participation in Apprenticeship. A workshop with SIAST Extension staff assisted in the identification of issues and solutions to effectively integrate Extension Program students and Education Equity. The establishment of linkages with SIAST's external partners continues.

1.3 STRUCTURE OF THE REPORT

The Annual Monitoring Report presents the history, policy and structure of the SIAST Education Equity Program. The report consists of information, participation rates, statistics and analysis of students of Aboriginal ancestry, students with disabilities, students of visible minority and women in predominately male programs. This information is described using text and tables which portray application, enrollment, and graduate rates for all programs at SIAST as well as the programs in partnership with Dumont Technical Institute (DTI).

The campuses and the SIAST-wide Education Equity committees initiatives and projects are also listed in this report. These support special measures for designated group students in the areas of recruitment, admission, retention, follow-up and staff development activities.

2.0 SIAST EDUCATION EQUITY POLICY

2.1 SIAST EDUCATION EQUITY POLICY

The SIAST Education Equity Policy, endorsed in 1994, ensures coordination and consistency among the campuses. The intent of the policy is to assure access to adult basic education and post-secondary education such that the proportions of education equity students to the total student body are the same as the working age population of Saskatchewan; and that their rate of success is the same as for the student body as a whole. This policy is currently under review.

2.2 SIAST EDUCATION EQUITY POLICY STATEMENT

SIAST intends to assure access to adult and post-secondary educational opportunities by potential students such that the proportions of targeted equity groups to the total student body are the same as in the working age population of Saskatchewan; and such that the rate of success of students in targeted education equity groups is the same as for the student body as a whole.

(SIAST Policy and Procedures Manual, SIAST Policy #502)

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3.0 STRUCTURE OF THE SIAST EDUCATION EQUITY PROGRAM

3.1 STRUCTURE AND FUNCTION

The SIAST Board of Directors determines policy and direction for the Education Equity Program. In 1998, the President assigned the Dean of Students responsibility for the administration of the Education Equity Program policy and procedures.

The SIAST Education Equity Committee makes recommendations to the Dean of Students, who in turn recommends actions and policies to the Senior Management Council and the Board. The SIAST Education Equity Committee is chaired by the SIAST Education Equity Advisor. Representatives from the Campus Education Equity Committees sit on the SIAST-wide Committee. (See the following Figures 1 and 2.)

Figure 1

SIAST Education Equity Program - Administrative Structure:

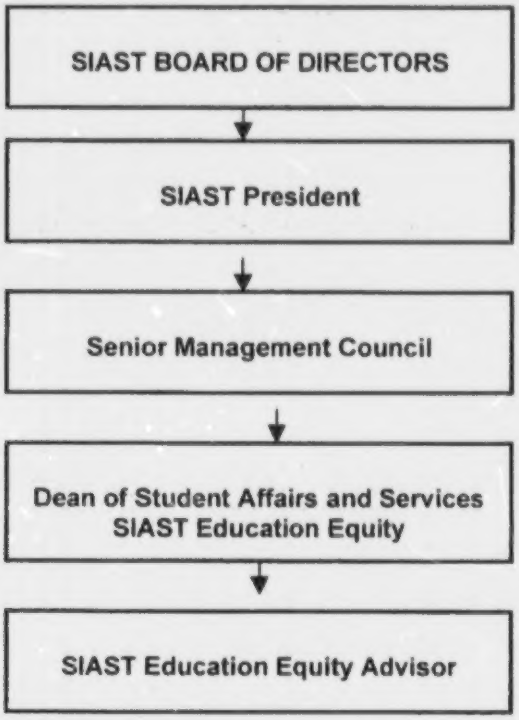
SIAST BOARD OF DIRECTORS
SIAST President
Senior Management Council
Dean of Student Affairs and Services
SIAST Education Equity
SIAST Education Equity Advisor

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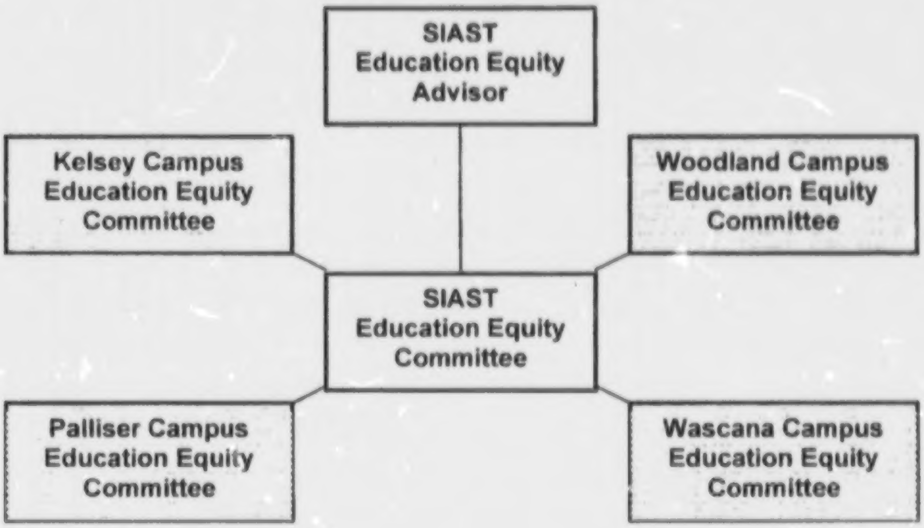
Figure 2
SIAST Education Equity Program - Committee Relationships:


SIAST Education Equity Advisor
Kelsey Campus Education Equity Committee
Woodland Campus Education Equity Committee
SIAST Education Equity Committee
Palliser Campus Education Equity Committee
Wascana Campus Education Equity Committee

In 1997, the SIAST Board announced a structural change that was linked to the goals and objectives of the Saskatchewan Training Strategy. These changes are now in place.

- Senior Management Council (SMC) has replaced the SIAST Management Team (SMT).
- Campus Directors have replaced Principals.
- Program Division Deans have been appointed on an institute wide basis.
- Program clustering has occurred and Campus Program Heads are now in place.
- Creation of the SIAST "virtual" campus is ongoing.

SIAST remains committed to working towards equity for all students.

3.2 SIAST EDUCATION EQUITY COMMITTEE (SEEC)

The SIAST Education Equity Committee coordinates activities of the SIAST Education Equity Program with input from the four campus committees, reports on activities and issues to the Dean of Student Affairs & Services, approves proposals and monitors projects funded by the SIAST portion of the Education Equity Special Fund. The SIAST Education Equity Committee meets regularly throughout the year.

The SIAST Education Equity Committee is composed of the Dean of Student Affairs & Services; the SIAST Education Equity Advisor; two representatives from each campus Education Equity Committee, one of

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whom is the Equity Coordinator/Counsellor; representatives of internal stakeholder groups such as Women in Trades and Technology (WITT), and facilitators and counsellors for Aboriginal students. The Committee is chaired by the SIAST Education Equity Advisor.

3.2.1 Advisor, SIAST Education Equity Program

The advisor coordinates the activities of the Education Equity Program by consulting with program stakeholders, monitoring the completion of SIAST-wide projects, administering the program on behalf of SIAST and chairing the SIAST Education Equity Committee. The advisor represents the program in the provincial community, particularly with the Saskatchewan Human Rights Commission.

3.3 CAMPUS EDUCATION EQUITY COMMITTEES (CEEC)

Campus Education Equity Committees develop action plans, provide staff development activities, strike task teams and subcommittees to resolve local issues, develop proposals for projects for their allocation of the Education Equity Special Fund, monitor those projects, and identify issues to management and SEEC in consultation with equity program staff. Each campus committee sets goals, objectives and action plans for the year. These may vary from one campus to the other. Committees continue to develop and expand services for designated group students.

The membership and chair of the Campus Education Equity Committee is at the discretion of each campus. In establishing membership, each campus is asked to consider factors such as current education equity priorities, SEEC representation, designated student group representation, local stakeholder groups, and special knowledge and skills possessed by particular campus staff members.

3.3.1 Education Equity Co-ordinator/Counsellor

The Education Equity Co-ordinator/Counsellor continues to play a pivotal role in the recruitment, support and retention of designated group students. They are resource people for applicants, students, faculty, staff, management and external stakeholders. The specific duties of each co-ordinator/counsellor vary from campus to campus, dependent on the needs of that campus.

3.3.2 Counsellors for Students of Aboriginal Ancestry

These counsellors are the key link in service delivery for students of Aboriginal ancestry. They make contact with applicants and agencies which refer students, provide student counselling, offer cultural and other activities through the Aboriginal Student Activity Centres and are resource people for faculty, staff and management.

3.3.3 Aboriginal Student Activity Centres

Aboriginal Student Activity Centres are a focal point for such services as counselling, tutorial support, information on employment opportunities and scholarships, study space and the use of technical devices such as computers. The Centres are a place for student interaction and fellowship, for liaison with stakeholders and for traditional feasts and ceremonies.

3.3.4 Learning Specialists

Each campus provides learning assistance for students with disabilities through either a part or full-time learning specialist. The learning specialists provide individual student assistance and act as a resource to faculty and staff. Psycho-educational assessments are conducted and individual learning plans are developed. On-going training and support is provided to faculty. Students are coached in self-advocacy.

Three of the four campuses (Kelsey, Wascana and Woodland) have Learning Assistance Centres. The Learning Centres are operated on a drop in or appointment basis. The centres provide extensive services to Education Equity students including multiple types of accommodations and the use of adaptive technology.

3.3.5 Women's Facilitator

In the past, Wascana campus has employed a part-time women's facilitator. In 2001-02, this part-time position changed to a SIAST-wide focus. The women's facilitator develops student support groups, provides on-going faculty support and training, recruits potential students, offers Girls Exploring Trades and Technology camps, instructs pre-trades for women courses and acts as a liaison between faculty and female students in predominantly male programs.

This year Palliser Campus hired a part time GETT Co-ordinator.

4.0 DESIGNATED STUDENT GROUPS

The 2001-02 long-term goals for participation in SIAST programs are described below. Tables, which show the participation of designated group students as applicants, enrolled, and graduates are discussed. Since self-identification is voluntary the statistics are assumed to be incomplete.

The tables are designed to show the application, enrollment, and graduation rates of one designated student group per table. Detailed information, by campus, is included in the Appendices.

The participation rate tables (Tables A1 - D5) of designated student groups for Certificate and Diploma, Extension, Apprenticeship and Basic Education are all in one table. There is one table for each designated student group.

4.1 DESIGNATED STUDENT GROUPS

The SIAST Education Equity Program establishes goals and implements measures to assure that proportion and rate of success of equity students to the total student body is the same as the Saskatchewan working age population. Designated student groups at the present time include:

- students of Aboriginal ancestry.
- students with disabilities.
- students of visible minorities.
- women students in predominantly male programs.

4.2 PARTICIPATION OF DESIGNATED STUDENT GROUPS

The SIAST Education Equity Program=s long-term goal is to achieve a representative student body. In order to achieve this goal a percentage of seats are allocated for some designated student groups.

The annual, and long-term goals, for student participation reflects Saskatchewan demographics and regional variations in the distribution of designated group populations.

4.2.1 Participation Goals

The 2001-02 SIAST participation goals listed below are based on the Saskatchewan work force. The long term goals for participation are based on the percentage of designated group persons in the working age population as of June 1996.

- persons of Aboriginal ancestry: 12.2% for Regina, Saskatoon and Moose Jaw, and 25% for Prince Albert
- persons with disabilities: 9.7%

- persons of visible minority: 5.1% for Regina, 4.7% for Saskatoon and 2.6% for Moose Jaw and Prince Albert
- women in the workforce: 45%*

DESIGNATED GROUP STUDENT PARTICIPATION GOALS			
Designated Group Students	2001-02 Goals	Long-Term Goals	% of Working Age Population*
Students of Aboriginal Ancestry			
• Kelsey, Palliser and Wascana	12.2%	12.2%	12.2%
• Woodland	25.0%	12.2%	12.2%
Students with Disabilities	5.0%	9.7%	9.7%
Female Students			
• Predominantly Male Programs	30%	50%	45%**
Students of Visible Minorities			
• Kelsey	n/a	4.7%	4.7%
• Palliser and Woodland	n/a	2.6%	2.6%
• Wascana	n/a	5.1%	5.1%

* Provided by the Saskatchewan Human Rights Commission

** Demographics indicate that women will comprise 50% of the future population.

Seats are not allocated for students of visible minorities, as enrollment has not been identified as a barrier for this designated group.

The participation goals for designated seats will continue to be reviewed over the next year.

5.0 PARTICIPATION STATISTICS

The organization analysis that follows covers the period of July 1, 2001 - June 30, 2002. The information is extracted from the student record system and from SIAST applications, which includes a self-identification section. As self-identification is voluntary, not all designated group students choose to identify, therefore, participation may actually be higher than described.

Participation rates reflected by applications, enrollment, and graduation statistics, SIAST-wide, are presented in the Participation Statistics for each of the minority groups. As discussed in Section 4.0, specific target goals have been established for each campus in order to achieve a representative student body at SIAST. These goals are not identical in each location.

The Board of Directors, in April 1999, approved that, with the exception of the Nursing Education Program of Saskatchewan (NEPS), SIAST will admit students to programs on a first-qualified, first-admitted basis. Therefore, applications are received throughout the year to enter into the first year of a program. Students are usually not required to apply for Year Two and/or Three of diploma programs.

Application statistics from Apprenticeship and Basic Education (BE) are not provided in this report. Apprenticeship students do not apply to SIAST, and Basic Education students do not apply through the Registrars' office.

The enrollment statistics reflect the enrollment activity within a given academic year. Basic Education and Apprenticeship numbers have a strong influence on the overall total enrollment figures. Therefore, distinctions must be made between the Certificate and Diploma programs or all programs at the campuses, when looking at percentages or trends.

The graduate statistics reflect the percentage of the total graduate population per designated student group. The percentages are not graduation rates. In order to have an accurate graduation rate, the same cohort of students must be followed. The graduate statistics in one academic year do not represent the same students who were enrolled in the corresponding academic year. Some students may have been enrolled for longer than one year. Also, variable intakes and completion dates associated with competency based programs have a strong influence in the outcomes. This applies to many programs offered at the Wascana and Woodland Campuses.

Graduate statistics from Apprenticeship and BE programs are not available, as these students do not graduate from SIAST.

The presentation of the statistics for each designated group is organized into sections that are formatted the same. Each section begins with comprehensive tables of application, enrollment and graduate rates for the designated group, first by Division, then by Campus.

These tables are followed by a closer analysis of each of application, enrollment, and graduate data, which make comparisons both to previous years and to participation goals by campus for that group.

Withdrawal information is not included in this section. It is important to note that previously some students who withdrew were not given a withdrawal code, dependent on the responses given by the student. The form is optional for students to complete and although all withdrawals are recorded, the reason for leaving beyond being required for academic reasons was often not known.

Education Equity counsellors attempted to collect withdrawal information for an anecdotal report. The primary reasons for leaving were academic difficulty, health and family. Tables which show SIAST-wide withdrawal rates are located in Appendix B5.

5.1 ORGANIZATION OF TABLES

The following tables show the designated student group participation by Division, by Campus and SIAST-Wide:

- Tables A1 - A5 - Aboriginal Students
- Tables B1 - B5 - Students with Disabilities
- Tables C1 - C5 - Students of Visible Minority
- Tables D1 - D5 - Women Students
- Table D6 - Women in Male Dominated Divisions

The tables report on total student applications, enrollment, and graduates, compared to each of the designated groups. In each case, the percentage indicates the proportion of the specific equity group in the pool of the total applicants, enrolled students and graduates by Division and by Campus. Tables which show each SIAST program and designated student group participation are in Appendix B.

5.1.1 Certificate and Diploma Programs

In 2000 - 01, SIAST adopted an admissions policy of "first-qualified, first-admitted", maintaining a wait list of applicants. Applications are received throughout the year to enter into the first year of a program. The Nursing Education Program of Saskatchewan is the only program to maintain a competitive admission.

Most of the programs offered are on-campus Certificate and Diploma programs. These comprise the largest sections of the tables, and are reported by Division and Campus.

Graduate statistics for students in the Nursing Education Program of Saskatchewan are not available as these students move to the university for years 3 and 4; therefore, they are graduates of the University.

5.1.2 Extension

There are a number of factors that should be considered when interpreting the statistics of Extension programs.

Enrollment data for Extension students studying full or part time is available since they now apply in the same manner as on-campus Certificate and Diploma students. Extension students often simply apply for one or more credit courses in a Certificate or Diploma program without having sought acceptance to the program. SIAST gives Extension students taking credit courses the opportunity to self-identify in the Education Equity Program. This does not occur for all non-credit courses, as students do not complete an application form to enroll in these courses. Therefore, the actual number of designated group Extension students will be higher than recorded.

The Extension student graduate information does not include those who complete non-credit courses. Extension graduates may be included in either Extension or Certificate and Diploma student numbers, as they may begin as an Extension student, and then move to a Certificate or Diploma program. Likewise, they may complete the last class or two of a Certificate or Diploma program through Extension. Also worth noting is that students who take one or more credit courses and have no need to complete the whole program will not show as graduates, yet they will have successfully met their objectives.

Another factor that affects the interpretation of graduation rates for Extension programs is the program length. For example, in a two year program with 100 seats, 55 seats are for first year students, and 45 seats are for second year students. If there are 45 graduates from this program, the graduation rate for the program is really 100%, but will distort the overall rate when reported collectively.

5.1.3 Apprenticeship

All Apprenticeship programs offered at SIAST are included in the following tables, but we provide enrollment numbers only. Apprenticeship students do not apply to SIAST, although SIAST does collect equity participation statistics for Apprentices so that employers and sponsors have the opportunity to consider equity group persons when selecting Apprenticeship candidates. Apprenticeship students do not graduate from a SIAST program, so graduate data is not available.

In 2001, the Saskatchewan Apprenticeship and Trade Commission, through discussion with SIAST counsellors, recognized the need for, and initiated procedures in identifying persons having learning difficulties. SIAST counsellors and learning specialists work with the assessors to implement recommended accommodations, as per SIAST guidelines.

During the first year of implementation, discussions determined how and to whom assessment reports would be distributed within SIAST's policy regarding student rights to privacy and confidentiality. Secondly, a process for selecting accommodations that match the restrictions of both the inter-provincial system and trade specific industry needs was established.

5.1.4 Basic Education

The Basic Education (BE) programs that SIAST offers ranges from literacy to Grades 1-12.

Basic Education students do not apply to be accepted by SIAST through the Registrars' office, nor do they graduate from a SIAST program, so application and graduate statistics are not available. BE students meet the requirements to receive high school credit for courses administered by Saskatchewan Learning. SIAST reports to the Department on each student's success in meeting those requirements. SIAST continues to explore ways to include more complete reports on BE students.

5.2 STUDENTS OF ABORIGINAL ANCESTRY

The following tables are a summary of students of Aboriginal ancestry application, enrollment, and graduate rates by division and campus, for the period of July 1, 2001 to June 30, 2002.

Table A1: Students of Aboriginal Ancestry by Division 2001-2002

Division	Applicants			Enrolled			Graduates		
	Total	Abr	%	Total	Abr	%	Total	Abr	%
Agriculture & Business	1,423	224	15.7	1,230	152	12.4	464	41	8.8
Community Services	1,421	400	28.1	928	220	23.7	428	77	18
Industrial Training	1,222	231	18.9	667	109	16.3	417	46	11
Nursing	1,214	123	10.1	739	62	8.4	109	3	2.7
Science & Health	1,658	157	9.5	670	56	8.4	367	27	7.3
Technology	1,526	156	10.0	1,322	107	8.0	374	22	5.9
Extension	769	69	8.8	1,254	297	23.7	1,223	172	14
Cert and Diploma Total	**9,233**	**1,360**	**14.7**	**6,810**	**1,003**	**14.7**	**3,382**	**388**	**11.5**
Agriculture				28	0	0			
Community Services				113	10	8.8			
Extension				132	35	26.5			
Industrial Training				1,965	130	6.6			
Technology				607	24	4			
Apprenticeship Total				**2,845**	**199**	**7**			
Basic Education				**2,313**	**1,059**	**45.8**			
SIAST Total				**11,968**	**2,261**	**18.9**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

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SIAST-WIDE Students of Aboriginal Ancestry by Campus

TABLE A2: SIAST-WIDE Students of Aboriginal Ancestry by Campus 2001-2002									
	Applicants			**Enrolled**			**Graduates**		
Campus	Total	Abr	%	Total	Abr	%	Total	Abr	%
Kelsey Campus				**4,016**	**625**	**15.5**			
Certificate & Diploma	3,668	404	11	1,834	177	10	1,149	90	7.8
Apprenticeships				1,385	87	6			
Basic Education				797	361	45			
Palliser Campus				**3,068**	**204**	**6.6**			
Certificate & Diploma	1,715	84	4.9	1,782	110	6	718	51	7.1
Apprenticeships				1,051	49	5			
Basic Education				235	45	19			
Wascana Campus				**2,858**	**508**	**18**			
Certificate & Diploma	2,606	252	9.7	1,932	218	11	839	61	7.2
Apprenticeships				68	3	4			
Basic Education				858	287	33			
Woodland Campus				**2,026**	**924**	**45.6**			
Certificate & Diploma	1,244	620	49.8	1,262	498	39	676	186	27.5
Apprenticeships				341	60	18			
Basic Education				423	366	87			
Total Cert & Diploma				**6,810**	**1,003**	**14.7**			
Total Apprenticeships				**2,845**	**199**	**7.0**			
Total Basic Education				**2,313**	**1,059**	**45.8**			
SIAST Total				**11,968**	**2,261**	**18.9**			

Shaded percentages indicate that the 2001-2002 participation goals for students of Aboriginal ancestry have been met or exceeded.

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

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Table A3:
Students of Aboriginal Ancestry - Application Rate Comparison

Campus	2001-02 Cert./Dip. Application %*	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*
Kelsey	11.0	9.2	10.8
Palliser	4.9	4.7	3.9
Wascana	9.7	9.8	8.7
Woodland	49.8	43.7	48.4
SIAST	14.7	12.7	14.2

* Application percentage is the number of aboriginal persons applying as a percentage of total applicants to the campus

Table A4:
Students of Aboriginal Ancestry - Enrollment Rate Comparison

Campus	2001-02 Goal	2001-02 Total Enrollment %*	2001-02 Cert./Dip. Enrollment %*	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*
Kelsey	12.2	15.5	10.0	13.9	7.7
Palliser	12.2	6.6	6.2	7.0	6.8
Wascana	12.2	18.0	11.0	16.4	10.7
Woodland	25.0	45.6	39.0	44.5	38.5
SIAST	-	18.9	14.7	17.5	13.3

* Enrollment percentage is the number of aboriginal persons enrolled as a percentage of total enrollments at the campus

Table A5:
Students of Aboriginal Ancestry - Proportion of Graduates

Campus	2001-02 Cert./Dip. Graduate %*	2000-01 Cert./Dip. Graduate %*	1999-00 Cert./Dip. Graduate %*
Kelsey	7.8	7.2	8.3
Palliser	7.1	6.7	4.9
Wascana	7.2	8.8	7.5
Woodland	27.5	25.5	26.8
SIAST	11.5	11.7	11.5

* Graduate percentage is the number of aboriginal persons graduated as a percentage of total graduates at the campus

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5.2.1 Students of Aboriginal Ancestry – Application Rate Comparison

Compared to 2000-2001, the Aboriginal applicant rates for the Certificate and Diploma programs increased at Woodland by 6.1 percent and at Kelsey by 1.8 percent in 2001-02, while the rate at Palliser and Wascana varied marginally. The overall SIAST Certificate and Diploma program rate increased by 2.0 percent. (See Table A3)

5.2.2 Students of Aboriginal Ancestry – Enrollment Rate Comparison

The 2001-02 established goals for students of Aboriginal ancestry in all SIAST programs, including Apprenticeships and Basic Education, were met at the Kelsey, Wascana and Woodland Campuses. Woodland Campus exceeded the established goal of 25.0 percent by 20.6 percent. The overall SIAST enrollment figures for students of Aboriginal ancestry indicate that there was an increase of 1.4 percent from 2000-01.

Historical trends focus on the Certificate and Diploma programs and exclude Apprenticeship and BE programs. When enrollment for the Certificate and Diploma programs only are considered to maintain consistency in the data, the numbers show that the proportion of Aboriginal students at Kelsey, Wascana and Woodland increased, while Palliser had a slight decrease when compared to 2000-01. (See Table A4)

Kelsey's enrollment numbers increased 2.3 percent in certificate and diploma programs. The number of students enrolled in SIAST certificate and diploma programs increased by 1.4 percent overall.

5.2.3 Students of Aboriginal Ancestry – Proportion of Graduates

Overall, the 2001-02 graduate Certificate and Diploma figures for students of Aboriginal ancestry at SIAST decreased very slightly from the 2000-01 figures. Kelsey and Palliser Campuses recorded slight increases, while Woodland had an increase of 2.0 percent. A decrease of 1.6 percent occurred Wascana Campus. (See Table A5)

5.3 STUDENTS WITH DISABILITIES

The following tables are a summary of students with disabilities application, enrollment, and graduate rates by division and campus, for the period of July 1, 2001 to June 30, 2002.

Table B1: Students with Disabilities by Division 2001-02

Division	Applicants			Enrolled			Graduates		
	Total	Dsbl	%	Total	Dsbl	%	Total	Dsbl	%
Agriculture & Business	1,423	96	6.7	1,230	63	5.1	464	13	2.8
Community Services	1,421	88	6.2	928	80	8.6	428	22	5.1
Industrial Training	1,222	66	5.4	667	50	7.5	417	21	5.0
Nursing	1,214	24	2.0	739	21	2.8	109	3	2.8
Science & Health	1,658	44	2.7	670	35	5.2	367	10	2.7
Technology	1,526	48	3.1	1,322	79	6.0	374	19	5.0
Extension	769	16	2.1	1,254	25	2.0	1,223	21	1.7
Cert & Diploma Total	**9,233**	**382**	**4.1**	**6,810**	**353**	**5.2**	**3,382**	**109**	**3.3**
Agriculture				28	0	0			
Community Services				113	0	0			
Extension				132	0	0			
Industrial Training				1,965	50	2.5			
Technology				607	5	0.8			
Apprenticeship Total				**2,845**	**55**	**1.9**			
Basic Education				**2,313**	**204**	**8.8**			
SIAST Total				**11,968**	**612**	**5.1**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

SIAST-WIDE Students with Disabilities by Campus

Table B2: SIAST-WIDE Students with Disabilities by Campus 2001-2002

	Applicants			Enrolled			Graduates		
Division	Total	Dsbl	%	Total	Dsbl	%	Total	Dsbl	%
Kelsey Campus				**4,016**	**192**	**4.8**			
Certificate & Diploma	3,668	149	4.0	1,834	118	6.4	1,149	34	3.0
Apprenticeships				1,385	43	3.1			
Basic Education				797	31	3.9			
Palliser Campus				**3,068**	**103**	**3.4**			
Certificate & Diploma	1,715	69	4.0	1,782	69	3.9	718	14	1.9
Apprenticeships				1,051	10	1.0			
Basic Education				235	24	10.2			
Wascana Campus				**2,858**	**247**	**8.6**			
Certificate & Diploma	2,606	94	3.6	1,932	109	5.6	839	40	4.8
Apprenticeships				68	1	1.4			
Basic Education				858	137	16			
Woodland Campus				**2,026**	**70**	**3.5**			
Certificate & Diploma	1,244	70	5.6	1,262	57	4.5	676	21	3.1
Apprenticeships				341	1	0.2			
Basic Education				423	12	2.8			
Total Cert & Diploma				**6,810**	**353**	**5.2**			
Total Apprenticeships				**2,845**	**55**	**1.9**			
Total Basic Education				**2,313**	**204**	**8.8**			
SIAST Total				**11,968**	**612**	**5.1**			

Shaded percentages indicate that the 2001-2002 participation goals for students with disabilities have been met or exceeded.

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.

NOTE Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.

Table B3:
Students with Disabilities - Application Rate Comparison

Campus	2001-02 Cert./Dip. Application %*	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*
Kelsey	4.0	3.9	3.5
Palliser	4.0	4.5	3.0
Wascana	3.6	3.9	3.5
Woodland	5.6	4.5	4.5
SIAST	4.1	4.1	3.5

* Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.

Table B4:
Students with Disabilities - Enrollment Rate Comparison

Campus	2001-02 Goal	2001-02 Total Enrollment %*	2001-02 Cert./Dip. Enrollment %*	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*
Kelsey	5.0	4.8	6.4	3.3	3.9
Palliser	5.0	3.3	3.9	3.5	4.0
Wascana	5.0	8.6	5.6	7.6	6.1
Woodland	5.0	3.5	4.5	4.7	5.7
SIAST	-	5.1	5.2	4.5	4.8

* Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus.

Table B5:
Students with Disabilities - Proportion of Graduates

Campus	2001-02 Cert./Dip. Graduate %*	2000-01 Cert./Dip. Graduate %*	1999-00 Cert./Dip. Graduate %*
Kelsey	3.0	3.3	2.8
Palliser	1.9	2.2	1.6
Wascana	4.8	4.2	4.8
Woodland	3.1	3.3	1.4
SIAST	3.3	3.3	2.7

* Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.

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5.3.1 Students with Disabilities – Application Rate Comparison

In 2001-02, there was an increase of 1.1 per cent in the proportion of applicants with disabilities at Woodland Campus. For SIAST overall, the percentage has remained the same at 4.1 percent. (See Table B3)

5.3.2 Students with Disabilities – Enrollment Rate Comparison

In 2001-02, the enrollment rate of students with disabilities increased only at Kelsey campus for certificate/diploma programs, and at Kelsey and Wascana Campuses when looking at total enrollment. SIAST-wide, the enrollment rate has risen to 5.1 percent when all programs, including Basic Education and Apprenticeships, were taken into consideration, and to 5.2 percent when just Certificate and Diploma programs were tallied. Wascana Campus exceeded the goal, where 8.6 percent of the total enrollment, and 5.6 percent of students in Certificate and Diploma programs, were students with disabilities. Kelsey Campus, at 6.4 percent, also exceeded its goal for students enrolled in Certificate and Diploma programs. (See Table B4)

5.3.3 Students with Disabilities – Proportion of Graduates

The percentage of graduates with disabilities decreased at the Kelsey, Palliser and Woodland Campuses, but increased somewhat at Wascana Campus. The overall SIAST percentage remained unchanged at 3.3 percent in 2001-02. The SIAST percentage had rebounded in 2000-01 after four years of slight decreases. (See Table B5)

5.4 STUDENTS OF VISIBLE MINORITY

The following tables are a summary of students of visible minority application, enrollment, and graduate rates by division and campus, for the period of July 1, 2001 to June 30, 2002.

Table C1: Students of Visible Minority by Division 2001-2002

	Applicants			Enrolled			Graduates		
Division	Total	VM	%	Total	VM	%	Total	VM	%
Agriculture & Business	1,423	63	4.4	1,230	55	4.5	464	13	2.8
Community Services	1,421	32	2.3	928	15	1.6	428	8	1.9
Extension	769	15	2.0	1,254	4	0.3	1,223	8	0.7
Industrial Training	1,222	20	1.6	667	10	1.5	417	4	1.0
Nursing	1,214	50	4.1	739	21	2.8	109	5	4.6
Science & Health	1,658	53	3.2	670	13	1.9	367	2	0.5
Technology	1,526	60	3.9	1,322	29	2.2	374	4	1.1
Cert & Diploma Total	**9,233**	**293**	**3.2**	**6,810**	**147**	**2.2**	**3,382**	**44**	**1.3**
Agriculture				28	0	0			
Community Services				113	1	0.8			
Extension				132	0	0			
Industrial Training				1,965	15	0.8			
Technology				607	2	0.3			
Apprenticeship Total				**2,845**	**18**	**0.6**			
Basic Education				**2,313**	**102**	**4.4**			
SIAST Total				**11,968**	**267**	**2.2**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

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SIAST-WIDE Students of Visible Minority by Campus

Table C2: SIAST-WIDE Students of Visible Minority by Campus 2001-02

Division	Applicants			Enrolled			Graduates		
	Total	VM	%	Total	VM	%	Total	VM	%
Kelsey Campus				**4,016**	**52**	**1.3**			
Certificate & Diploma	3,668	99	2.7	1,884	31	1.7	1,149	7	0.6
Apprenticeships				1,385	11	0.8			
Basic Education				797	10	1.3			
Palliser Campus				**3,068**	**66**	**2.2**			
Certificate & Diploma	1,715	80	4.7	1,782	52	2.8	718	16	2.2
Apprenticeships				1,051	4	0.4			
Basic Education				235	10	4.3			
Wascana Campus				**2,858**	**187**	**4.8**			
Certificate & Diploma	2,606	98	3.8	1,932	54	2.8	839	16	1.9
Apprenticeships				68	3	4.4			
Basic Education	9,233	293	3.2	858	80	9.3			
Woodland Campus				**2,026**	**12**	**0.6**			
Certificate & Diploma	1,244	16	1.3	1,262	10	0.8	676	5	0.7
Apprenticeships				341	0	0.0			
Basic Education				423	2	0.5			
Total Cert & Diploma				**6,810**	**147**	**2.2**			
Total Apprenticeships				**2,845**	**18**	**0.6**			
Total Basic Education				**2,313**	**102**	**4.4**			
SIAST Total				**11,968**	**267**	**2.2**			

Shaded percentages indicate that the 2001-2002 participation goals for students of visible minority have been met or exceeded.

NOTE Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.

NOTE Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.

Table C3:
Students of Visible Minorities - Application Rate Comparison

Campus	2001-02 Cert./Dip. Application %*	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*
Kelsey	2.7	1.9	1.7
Palliser	4.7	2.8	2.7
Wascana	3.8	3.5	2.7
Woodland	1.3	2.4	0.8
SIAST	3.2	2.5	2.1

* **Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.**

Table C4:
Students of Visible Minorities - Enrollment Rate Comparison

Campus	2001-02 Goal	2001-02 Total Enrollment %*	2001-02 Cert./Dip. Enrollment %*	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*
Kelsey	4.7	1.3	1.7	1.1	1.6
Palliser	2.6	2.2	2.8	1.7	2.2
Wascana	5.1	4.8	2.8	5.7	2.7
Woodland	2.6	0.6	0.8	0.4	0.6
SIAST	-	2.2	2.2	2.2	1.8

* **Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus.**

Table C5:
Students of Visible Minorities - Proportion of Graduates

Campus	2001-02 Cert./Dip. Graduate %*	2000-01 Cert./Dip. Graduate %*	1999-00 Cert./Dip. Graduate %*
Kelsey	0.6	1.5	1.5
Palliser	2.2	2.4	1.1
Wascana	1.9	1.4	2.1
Woodland	0.7	0.6	1.1
SIAST	1.3	1.4	1.5

* **Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.**

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5.4.1 Students of Visible Minorities – Application Rate Comparison

The application rate for students of visible minorities to the Certificate and Diploma programs increased at three of the campuses in 2001-02. For SIAST overall, the percentage increased from 2.5 to 3.2 percent. (See Table C3)

5.4.2 Students of Visible Minorities – Enrollment Rate Comparison

As identified in section 4.2.1 of the report, enrollment goals for visible minorities have not been established, either SIAST-wide or for the individual campuses. Therefore, the long-term goals were used as a guide. Total enrollment figures for Kelsey, Palliser and Woodland indicate a slight increase, while the percentage at Wascana decreased. Overall, the SIAST-wide percentage for total enrollment remained at 2.2 percent.

Enrollment of students of visible minorities in Certificate and Diploma programs increased on a SIAST-wide basis (from 1.8 to 2.2 percent), and, with the exception of Wascana, at the individual campuses. Palliser was the only campus to meet their goal for Certificate and Diploma programs. (See Table C4)

5.4.3 Students of Visible Minorities – Proportion of Graduates

The overall percentage of graduates of Certificate and Diploma programs at SIAST, who indicated they were members of a visible minority, decreased by 0.1% from the 2000-01 figures. In 2001-02, the rate of graduates of visible minorities increased at Wascana and Woodland, while declining at Kelsey and Palliser. (See Table C5)

5.5 WOMEN STUDENTS

The following tables are a summary of women student application, enrollment, and graduate rates by division and campus, for the period of July 1, 2001 to June 30, 2002.

Table D1: Women Students by Division 2001-2002

	Applicants			**Enrolled**			**Graduates**		
Division	Total	Wom	%	Total	Wom	%	Total	Wom	%
Agriculture & Business	1,423	888	62.4	1,230	750	61.0	464	32.6	70.3
Community Services	1,421	973	68.5	928	645	79.3	42.8	313	73.1
Extension	769	674	87.6	1,254	797	63.6	1,223	823	67.3
Industrial Training	1,222	59	4.8	667	89	5.8	417	20	4.8
Nursing	1,214	1,113	91.7	739	690	93.4	109	105	96.3
Science & Health	1,658	1.226	73.9	670	489	73.0	367	263	71.7
Technology	1,526	195	12.8	1,322	196	14.8	374	45	12.0
Cert and Diploma Total	**9,233**	**5,128**	**55.5**	**6,810**	**3,606**	**53.0**	**3,382**	**1,895**	**56.0**
Agriculture				28	18	64.3			
Community Services				113	45	40.0			
Extension				132	9	6.8			
Industrial Training				1,965	33	1.8			
Technology				607	23	3.8			
Apprenticeship Total				**2,845**	**128**	**4.5**			
Basic Education				**2,313**	**1,382**	**59.7**			
SIAST Total				**11,968**	**5,116**	**42.7**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

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SIAST-Wide Women Students by Campus

Table D2: SIAST-WIDE Women Students by Campus 2001-2002

Division	Applicants			Enrolled			Graduates		
	Total	Wom	%	Total	Wom	%	Total	Wom	%
Kelsey Campus				**4,016**	**1,542**	**38.4**			
Certificate & Diploma	3,668	2,137	58.3	1,834	1,019	55.6	1,149	725	63.1
Apprenticeships				1,385	51	3.7			
Basic Education				797	472	59.2			
Palliser Campus				**3,068**	**798**	**26.0**			
Certificate & Diploma	1,715	588	34.3	1,782	635	35.6	718	335	46.7
Apprenticeships				1,051	38	3.6			
Basic Education				235	125	53.2			
Wascana Campus				**2,858**	**1,892**	**65.5**			
Certificate & Diploma	2,606	1,764	67.7	1,932	1,352	70.0	839	568	67.7
Apprenticeships				68	18	26.5			
Basic Education				858	502	58.5			
Woodland Campus				**2,026**	**904**	**44.6**			
Certificate & Diploma	1,244	639	51.4	1,262	600	47.5	676	275	40.7
Apprenticeships				341	21	6.2			
Basic Education				423	283	66.9			
Total Cert & Diploma				**6,810**	**3,606**	**53.0**			
Total Apprenticeships				**2,845**	**128**	**4.5**			
Total Basic Education				**2,313**	**1,382**	**59.7**			
SIAST Total				**11,968**	**5,116**	**42.7**			

NOTE **Students in the Nursing Education Program of Saskatchewan do not graduate from SIAST as it is a collaborative program with the University of Saskatchewan, where they attend third and fourth year classes. The nursing programs included in this table are Licensed Practical Nursing, and Post Diploma/Post Degree programs.**

NOTE **Apprenticeship and Basic Education students do not apply to SIAST, nor do they graduate from SIAST programs. Therefore application & graduation numbers for Apprenticeship and Basic Education students are not provided.**

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Table D3:
Women Students - Application Rate Comparison

Campus	2001-02 Cert./Dip. Application %*	2000-01 Cert./Dip. Application %*	1999-00 Cert./Dip. Application %*
Kelsey	57.3	60.5	50.5
Palliser	34.3	35.1	35.9
Wascana	67.7	67.1	66.2
Woodland	51.4	48.1	43.3
SIAST	55.5	55.6	50.1

* Application percentage is the number of equity persons applying as a percentage of total applicants to the campus.

Table D4:
Women Students - Enrollment Rate Comparison

Campus	2001-02 Goal	2001-02 Total Enrollment %*	2001-02 Cert./Dip. Enrollment %*	2000-01 Total Enrollment %*	2000-01 Cert./Dip. Enrollment %*
Kelsey	43.0	38.4	55.6	48.0	68.0
Palliser	43.0	26.0	35.6	26.5	35.7
Wascana	43.0	65.5	70.0	62.2	66.5
Woodland	43.0	44.6	47.5	43.4	43.9
SIAST	56.3	42.7	53.0	45.1	55.5

* Enrollment percentage is the number of equity persons enrolled as a percentage of total enrollments at the campus.

Table D5:
Women Students - Proportion of Graduates

Campus	2001-02 Cert./Dip. Graduates %*	2000-01 Cert./Dip. Graduates %*	1999-00 Cert./Dip. Graduates %*
Kelsey	63.1	67.1	69.0
Palliser	46.7	43.6	45.2
Wascana	67.7	59.4	68.6
Woodland	40.7	32.9	33.9
SIAST	56.3	52.4	56.6

* Graduate percentage is the number of equity persons graduated as a percentage of total graduates at the campus.

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5.5.1. Women Students – Application Rate Comparison

The proportion of applications from women increased at Wascana and Woodland Campuses for Certificate and Diploma programs. At Kelsey and Palliser, the rate declined very slightly. The rate of female applicants for Certificate and Diploma programs for SIAST remained constant at 55.5 percent. (See Table D3)

5.5.2 Women Students - Enrollment Rate Comparison

The total enrollment figures (which include the Apprenticeship and BE programs) for women students indicate that the participation goals were met at Wascana and Woodland Campuses in 2001-02. However, the percentage of women enrolled at Palliser Campus (26.0%) was well under the established goal and Kelsey dropped 10 percentage points to 38.4 percent, which placed them under the goal. The SIAST total enrollment represented a decrease of 2.4 percent from the 2000-01 figures.

Comparison of the 2001-02 Certificate and Diploma female enrollment figures to those of 2000-01, shows there was a decrease of 2.5 percent SIAST-wide, while rates increased at Woodland and Wascana Campuses. All campuses, except Palliser, met the participation goals for women students in Certificate and Diploma programs. (See Table D4)

The enrollment figures of female students in predominately male programs rose at Kelsey (3.7 per cent), Palliser (1.4 percent) and Woodland (6.7 percent) Campuses in the technology division. Enrollment in industrial division programs rose at Palliser Campus by 2.7 percent and at Wascana Campus by 1.4 percent. (See Table D6)

5.5.3 Women Students – Proportion of Graduates

The percentage of women graduates from Certificate and Diploma programs increased SIAST-wide, as well as at three campuses in 2001-02. The increases were significant at Wascana and Woodland campuses. At Kelsey the percentage of women graduates fell four percentages to 63.1 percent. Overall, the proportion of women graduates from Certificate and Diploma programs increased from 52.4 percent in 2000-01, to 56.3 percent in 2001-02. (See Table D5)

5.6 WOMEN STUDENTS IN PREDOMINATELY MALE PROGRAMS

The following table provides a summary of women students' (in predominately male programs) application, enrollment, and graduate rates by division and campus, for the periods of July 1, 2000 to June 30, 2001 and July 1, 2001 to June 30, 2002.

TABLE D6: Percentage of Women Students in Predominately Male Programs						
	Applicants		Enrolled		Graduates	
Campus/Division	**00-01**	**01-02**	**00-01**	**01-02**	**00-01**	**01-02**
Kelsey Campus						
Industrial Training	3.7	5.9	6.8	5.5	5.1	4.3
Technology	11.3	7.5	8.9	12.6	8.1	12.8
Palliser Campus						
Industrial Training	9.1	6.0	5.8	8.5	6.0	6.6
Technology	15.8	16.3	14.4	15.8	20.5	13.8
Wascana Campus						
Industrial Training	6.4	6.2	5.0	6.4	2.1	5.0
Technology	2.4	1.4	5.0	2.9	9.7	6.2
Woodland Campus						
Industrial Training	5.0	1.5	5.7	3.5	8.3	4.2
Technology	21.4	5.3	15.3	22.0	18.8	9.2

5.6.1 Women Students – Predominantly Male Divisions

For 2001-02, application, enrollment and graduation rates of women in male-dominated programs were analyzed by Division and Campus only, rather than at a program level. The Technology and Industrial Divisions have historically contained the male-dominated programs, although there are some variations among individual programs.

Comparison of participation rates to the short-term goal of 30% female participation in male-dominated programs reveal that this goal remains unmet, when analyzed on a Division-wide basis, in the Technology and Industrial Divisions of all campuses.

The predominately male programs are primarily in the Industrial and Technology Divisions. The restructuring of SIAST resulted in some programs being reassigned to different divisions, and with this realignment, particularly of the predominantly male programs, SIAST can now provide a two year historical comparison for women applicants, enrollments and graduates in these programs. While this report focuses on women enrolled in the Industrial and Technology Divisions, statistics for predominantly male programs assigned to other divisions are included in alternate formats in Appendix A and C.

5.6.2 Predominantly Male Programs at SIAST

Several SIAST Divisions have programs with reserved seating for women. Below is a list of programs by division by campus. Programs that do not have equal representation of women for five consecutive years will maintain their targeted status.

Kelsey Campus - Saskatoon

Technology	CAD/CAM Engineering Technology
	Electronics Technician
	Electronics Systems Engineering Technology
	Mechanical Engineering Technology
	Power Engineering Technician
	Power Engineering Technology
	Process Operator Technician
Community Services	Institutional Meat Processing
	Retail Meat Cutting
Industrial	Agricultural Machinery Technology
	Auto Body Technician
	Automotive Service Technician
	Automotive Service Technology
	Heavy Equipment Mechanics
	Industrial Mechanics
	Machine Shop
	Parts Management Technician
	Refrigeration and Air Conditioning
	Welding

Wascana Campus - Regina

Agriculture and Business	Agriculture Production
	Beef Management
	Farm Business Management
	Farm Mechanics
	Pork Production Technician
Community Service	New Media Communications
Industrial	Auto Body Technician
	Automotive Service Technician
	Machine Shop
	Major Appliance Repair
	Outdoor Power Equipment
	Welding

Science and Health	Emergency Medical Technician (EMT)
	EMT Advanced
	EMT Paramedic
Technology	Building Systems Operator
	Building Systems Technician
	Drafting Technician
	Electronic Communication Technology

Palliser Campus - Moose Jaw

Industrial	Auto Body Technician
	Automotive Service Technician
	Carpentry
	Welding
Technology	Architectural and Building Technology
	Civil Engineering Technology
	Computer Aided Design and Drafting
	Computer Engineering Technology
	Electrical Engineering Technology
	Electrician
	Electronics Engineering Technology
	Electronics Service Technician
	Environmental Engineering Technology
	Geomatics Technology
	Instrumentation Engineering Technology
	Water Resources Engineering Technology
	Water and Wastewater

Woodland Campus - Prince Albert

Community Service	Corrections Worker
	Media Arts Production
Industrial	Carpenter Pre-employment
	Heavy Equipment Mechanics
	Outdoor Power Equipment
	Truck and Transport Mechanic Repair
	Welder
	Welder Pre-employment
Technology	Electrician
	Electronics Service Technician
	Integrated Resource Management
	Micro-Electronics Technician

6.0 GRADUATE EMPLOYMENT ANALYSIS

Graduate Employment Analysis

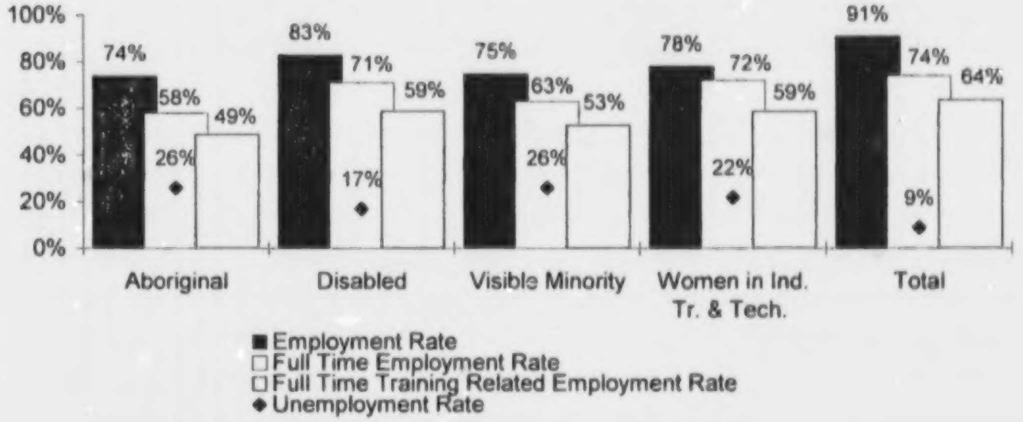
Each fall SIAST conducts a survey of its graduates from the previous academic year. The survey asks the graduates a variety of questions including questions concerning their employment status at that time. The results of the survey are published (approximately) in the spring of the following year. The latest report is titled, 2001 SIAST Graduate Employment Statistics Report.

The following figure illustrates the employment rates for graduates responding to the latest survey. The rates represent the percentage of those graduates in the labour force that are employed. The labour force is defined as those graduates who are working or actively looking for work. Full Time is defined as working 30 hours a week or more. Training Related Employment is employment in an occupation directly related to the graduate's program of study.

Employment rates were above 74% for all groups. The percentage of graduates working Full Time ranged from 58% to 72%. Graduates working Full Time in a Training Related occupation ranged from 49% to 64%. Unemployment rates ranged from 9% to 26%.

Overall 91% of all SIAST grads were employed. An analysis of the respondents shows that 9 percent of the graduates were of Aboriginal ancestry, 4 percent were disabled, less than 2 percent were persons of visible minority, 6 percent of the industrial trade graduates were women and 23 percent of the technology graduates were women.

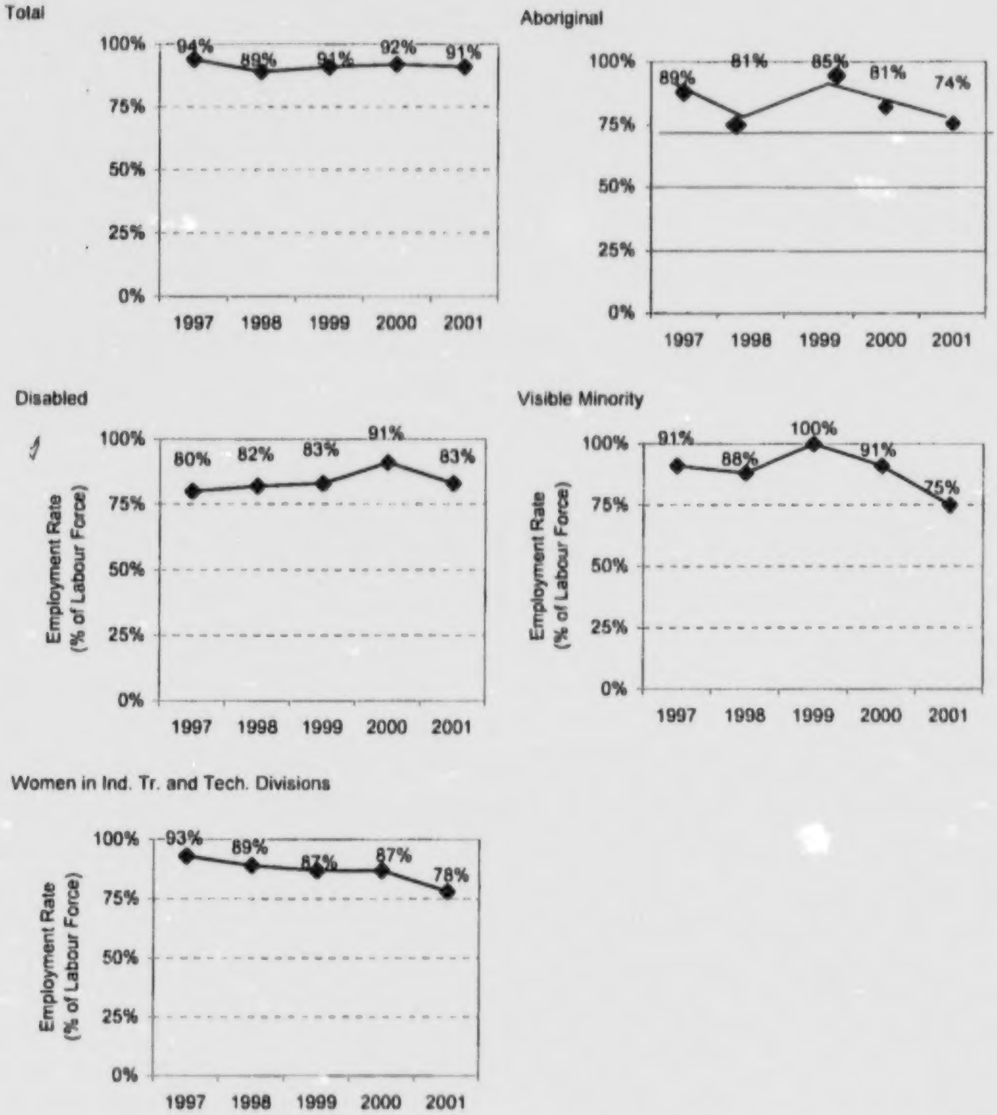
Figure 6.4.A SIAST Graduates - Employment Rates of 2000-01



Source: 2001 SIAST Graduate Employment Survey

Historically, the employment rates for SIAST graduates are favorable – remaining above 70% over the last 5 years for all groups. From 2000 to 2001, employment levels increased as a Total and for the Disabled graduates. It remained the same for Women in the Industrial Training and Technology Divisions and decreased slightly for the Aboriginal and Visible Minority graduates.

Figure 6.4.B
SIAST Graduates - Employment Trends



Source: 2000 SIAST Graduate Employment Survey

7.0 SPECIAL MEASURES

7.1 RECRUITMENT

A variety of initiatives are used to recruit Education Equity students to SIAST. These include, but are not limited to, promotional materials, participation in Career and Job Fairs, high school visits, Girls Exploring Trades and Technology (GETT) camps, Campus Open Houses and Spend-A-Days.

Information about the Education Equity Program is available to individuals, agencies and the public through Education Equity brochures, the SIAST Calendar, application form and the Communicator. The Communicator is an annual newsletter of student and staff contributions with a focus on the four equity groups. The Aboriginal Student's Guide and the Education Equity Student's Guide to Scholarships, Awards and Bursaries, published biannually, is distributed provincially. Its purpose is to provide Education Equity students, from any of the four designated groups, with information about financial support.

Information about the SIAST Education Equity Program is available on the internet through the SIAST home page located at www.siast.sk.ca.

Brochures and displays use inclusive language with photographs and illustrations of designated group members. Spend-A-Day activities at each campus introduce potential students to the campus and the services available. Tours are given to First Nation Band groups by Aboriginal center staff. Education Equity coordinators/counsellors maintain close contact with community and provincial agencies. Consultations occur regularly with sponsoring agencies and advocacy groups such as Canadian National Institute for the Blind (CNIB), The Learning Disabilities Association of Saskatchewan (LDAS), Saskatchewan Deaf and Hard of Hearing Services (SDHHS), and Employability Assistance for People with Disabilities (EAPD). Presentations about education equity and campus programs are made in the community upon request. Student Recruitment Liaison officers promote the program during visits to high schools and provide information to over 5,000 students annually, including Band and other schools with high Aboriginal enrollments. All campuses participate annually in the Interprovincial Association on Native Employment (IANE) Career Fairs in Lac La Ronge, Saskatoon, Prince Albert, North Battleford and Regina. SIAST participates in the Athabasca Flying Career Symposium traveling to remote northern areas biannually.

Girls aged eleven to fourteen participate in activities which introduce them to predominantly male occupations. Each campus provides GETT camps in a slightly different format to meet the needs of their participants. In previous years, Wascana has provided IMGETT (Indian and Metis Girls Exploring Trades and Technology) camps for Aboriginal girls.

7.1.1 Recruitment Office Activities

Student Recruitment staff includes the Student Recruitment Liaison, SUTIL (Saskatchewan University and Technical Institute Liaison) Traveler, four new Student Advisors and a Centennial Summer Student.

In the second year of implementation of the Student Recruitment Strategy, the team focused externally on developing a large recruitment network, building close relationships with stakeholders and providing improved customer services. The team increased their communication and personal contact with potential students, counsellors, Aboriginal groups and career and employment agencies and organizations.

- SIAST continued with representation on numerous Aboriginal planning committees to host regional and provincial career/job fairs. Some of these associations included: the Interprovincial Association on Native Employment (IANE) - Prince Albert and Regina chapters; the Federation of Saskatchewan Indian Nations and the Saskatoon Tribal Council Choices Committee, and the Metis Employment and Training of Saskatchewan Inc. - Saskatoon.

- Student Recruitment distributed Education Equity information including posters, pamphlets, monitoring reports, and student newsletters both in counsellor packages and to individual students.

- With the involvement of the Education Equity Advisor, Recruiting successfully selected and employed an Aboriginal Student Liaison under the Centennial Summer Student program. This individual travelled throughout northern Saskatchewan for four months serving as a role model for the success and support of the Education Equity program. The budget allowed for the extension of this individual and the Department also added a designated Aboriginal Recruitment Assistant position.

- They successfully negotiated a designated Aboriginal Student Ambassador position, and; therefore, were able to ensure a more appropriate representative and role model at Aboriginal recruitment events.

- Through increased promotion and exposure of the Student Recruitment Team, they have developed inter-dependent relationships with counsellors and agencies that serve potential students. The new ambassador's position provided Aboriginal representation on the team.
- Their database has almost doubled in the last year and now includes 1200+ recruitment contacts.

- Members of the team have increased their knowledge of recruitment practices and trends through professional development opportunities including an international recruitment and retention conference and cultural awareness training.

- Without an umbrella like SUTIL, many of our Aboriginal partners in the province still operate quite independently, and every year SIAST gets more requests to participate in their widely scattered recruitment activities. With the current budget and personnel, it is impossible and not economically feasible to respond to all opportunities. Our challenge is to assist our Aboriginal partners to schedule their activities in a more co-ordinated provincial approach.

- Recruitment had their annual visitation of the northern communities of Ile la Crosse, Candle Lake, Buffalo Narrows, Meadow Lake, and Montreal Lake. The intent, this year, was to have an exploratory visit to gauge SIAST's presence in the communities and how effective recruitment had been in these communities

7.2 ADMISSIONS

The services provided by equity program staff, the use of printed materials and seat allocation percentages are described below.
Education Equity Counsellors, counsellors for students of Aboriginal ancestry, and new Student Advisors provide pre-admission consultation, new student orientations, coordinate funding and provide training for faculty and staff. Education Equity Counsellors and learning specialists arrange for verification of disability and coordinate accommodations to make admission procedures, tests and programs more accessible. Often these efforts include consultation with external resource people to enhance student supports. Individualized programs are designed for students whose circumstances prevent them from completing the entire program in traditional delivery modes.

The SIAST application form provides information about the Education Equity Program and invites applicants to self-identify. Applicants receive a copy of the Education Equity brochure and information about the program when they begin courses. Student handbooks include information on the Education Equity Program.

To promote achievement of it's 2001-02 participation goals, the Institute allocates a percentage of seats for qualified education equity applicants in all Certificate and Diploma programs. Allocated spaces that are not filled by those applicants are later made available to other applicants. In 2000-01, SIAST adopted an admissions policy of "first qualified, first admitted", maintaining a wait list of applicants. This policy has the potential for increasing access for equity students as admission can be through the equity seat allocation or the new admission policy. The seat allocation percentages are reviewed annually at SEEC and approved at Senior Management Council.

If programs have successfully maintained the equity student percentage for five consecutive years, seats are no longer designated for that program With the implementation of the new admissions policy, an annual scrutiny of all programs is necessary to monitor the percentage of seats held by equity students as SIAST seeks to achieve both reaching and maintaining its participation goals.

SIAST allocated the following percentages of spaces for 2001-2002:

Persons of Aboriginal Ancestry

- 12.2% Kelsey, Palliser, Wascana - all programs.
- 25.0% Woodland - all programs.

Persons with Disabilities

- 5.0% All campuses - all programs.

Women

- 30.0% All campuses - all programs.

No seats are allocated for students of visible minorities as some of the barriers identified in earlier research are those of inadequate English language preparation, difficulty evaluating foreign credentials and prior learning and concern about systemic bias in entry tests. None of these will be alleviated by seat allocation.

Seat designation will remain the same for 2002-2003. Individual programs that wish variances from these percentages must make the request to the SIAST Education Equity Committee through their Campus Education Equity Committee. This is to allow programs who have not had equity applicants for a number of years to fill their programs at an earlier date.

The participation rates of women students in some programs either meet or exceed short-term participation goals. However, until that rate of participation is constant over time, it cannot be said that women's participation is yet significant. Therefore SEEC recommends that until a program's long term participation rate has been met for five consecutive years, the program must be designated under represented by women students. There are several programs that will be reviewed this year to determine their five year participation rates.

The Nursing Education Program of Saskatchewan (NEPS) program initiated discussion with SEEC recommending that quota management practices in NEPS be harmonized between the SIAST Nursing Division and the University of Saskatchewan, College of Nursing by selecting all Aboriginal students who successfully compete in the competitive admissions process first, and then applying the quota to the remaining student pool. It was identified that the University of Saskatchewan used different processes to determine Aboriginal student quotas in their programs than SIAST. As a result, fewer Aboriginal students may be admitted to NEPS under SIAST procedures than under University procedures. SEEC was supportive of this action, and selection for 2002-03 was completed using this process. The Nursing Education Program of Saskatchewan (NEPS) is the only program at SIAST using a competitive admission process.

7.3 RETENTION

In November, 1998 the SIAST Board approved the policy, Accommodations Provided For Persons With Disabilities To Meet Certification Requirements. This Policy describes how SIAST will provide reasonable accommodation up to the point of undue hardship. See Appendix D for a copy of the policy.

Services provided by Education Equity staff include: assisting with program application; coordinating funding with agencies; identifying necessary accommodations; providing staff training; coordinating orientations and spend-a-day programs; providing mentor support and student support networks and working with placement services, employers and agencies to help students find work.

Services provided for students with disabilities include survival handbooks, tutorials, peer tutoring, test accommodations, note takers, interpreters, scribes, readers and others. The following technical aids for students with disabilities are available at the campuses: Kurzweil Personal Readers; telewriters; spell checkers; tape recorders; cassette players; computers and enhancements; various ergonomic devices; recreation equipment; infrared translation and other devices for hard of hearing; speech synthesis software and wheelchair lifts. Occupational Health and Safety Committees coordinate emergency exit plans.

Saskatchewan Learning's Post-Secondary office of Employability Assistance for Persons with Disabilities (EAPD) considers requests for additional funding from individuals that require extensive interventions. The student loan application is identified to EAPD.

The PSEST student financial assistance office has redefined part-time student. Disabled students who enroll in less that 30% of a course load are eligible to apply for an opportunities grant.

7.4 FOLLOW-UP ACTIVITIES

Placement services are available to Education Equity students through Student Employment Centre (SEC) staff. SEC staff, Education Equity Coordinators and Program Heads provide follow-up on employment for graduates. Equity staff help to coordinate job placements with agencies and employers, especially those with employment equity programs. SIAST is a member of the Saskatchewan Employment Equity Practitioners Association (SEEPA). Graduates are surveyed by SIAST and Saskatchewan Learning in the annual survey of graduates. An Aboriginal Graduate Employment Statistics report has been produced since 1991. Graduate Employment Statistics reports for students with disabilities, women, and visible minority students were introduced in 1996-97.

7.5 STAFF DEVELOPMENT ACTIVITIES

Staff development activities at each campus are designed to meet identified needs. SEEC provides SIAST-wide training when all campuses will benefit while CEEC provides training which meets local needs. New faculty receive orientations from equity staff. The SIAST Education Equity Faculty Handbook is complete and will be used as the tool for orientations throughout SIAST including the Board.

7.6 WOMEN IN TRADES AND TECHNOLOGIES (WITT)

This was the first year that there was a provincial mandate for the women's facilitator.

Through combined resources and cooperative efforts the following activities were facilitated:

- Established and chaired a province-wide GETT committee. The role of the committee was to implement the recommendations of the 10 year survey completed in 2000, and to facilitate transition from a variety of models to a single model of GETT camps.
- Delivered a train-the-trainer workshop for Instructors from all campuses.
- Worked with SaskWITT to produce the GETT "how-to" Manual.
- Partnered with Palliser GETT Coordinator to design a Women in Technology Evening Exploratory Course. This program and the Women in Trades program are generic models for future use at all campuses.
- Appointed to a position on the Canadian Apprenticeship Forum as a WITT representative. Attended an apprenticeship conference in June in Vancouver as the incoming representative.

8.0 SIAST EDUCATION EQUITY SPECIAL FUND

The goal of the SIAST Education Equity Program is to ensure the participation of designated group students at the levels they exist in the adult population of Saskatchewan. The program takes measures to identify, eliminate, and reduce systemic practices which may have the effect of creating discriminatory barriers. The program provides special measures which will increase opportunities and support for designated group students.

To meet this goal SIAST provides $520,000 annually to the SIAST Education Equity Program. This allocation provides for training, research, communication and services to Education Equity students. The allocation is divided between the four campuses and the SIAST-wide committees to meet both local and SIAST-wide needs. The SIAST and Campus Education Equity Committees approve, implement and monitor enhancement proposals. Over 60 projects were delivered this year for all designated student groups; students of Aboriginal ancestry, those with disabilities, visible minorities and women.

Project ideas come from many levels within SIAST; management, programs, individual faculty/staff and equity committees. The fund helps achieve common goals and meet student needs.

8.1 EDUCATION EQUITY SPECIAL FUND CRITERIA

The following criteria applies only to the Special Fund. Additional criteria has been developed for Funding for Learning Accommodations.

The Special Fund can be used for such things as special projects, staffing, training, promotional activities and research, provided that:

-
  Campuses or the SIAST Administrative Office.
-
  SIAST.
-
-
  through SEEC, about special projects which might benefit all.

8.2 PROPOSAL DEVELOPMENT, APPROVAL AND REVISION

The SIAST Education Equity Committee or the Campus Education Equity Committee (whichever committee is appropriate) coordinates proposal development and approves proposals and revisions.

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8.3 MONITORING AND EVALUATION

The Campus Education Equity Committee Chairs or the SIAST Education Equity Committee Chair (whichever committee is appropriate) monitors proposals.

Upon completion of a project, the appropriate Chair will provide the SIAST Education Equity Committee with a summary including final cost, description of materials produced, an indication whether the project met objectives and recommendations forthcoming from the project.

The Chair of the SIAST Education Equity Committee will provide the Dean of Student Affairs & Services with regular updated status reports on all approved projects, and a final report on the Education Equity Special Fund will be included.

9.0 SPECIAL FUND PROJECTS, ACTIVITIES AND ISSUES

9.1 SIAST-WIDE

9.1.1 SIAST-Wide Projects

Aboriginal Student Leadership Conference

The Seventh Annual Aboriginal Student Leadership Conference was held at Cedar Lodge at Blackstrap Lake. The conference provides leadership skill development and cultural activities. Don Burnstick, an Aboriginal entertainer and workshop presenter, was the keynote speaker.

GETT Camp Program Evaluation

SEEC supported the development of a comprehensive "how-to manual" for developing GETT Camps, supplemented with resource materials.

Communicator Newsletter

A newsletter for staff, students and advocacy groups is printed annually.

Aboriginal Cultural Awareness Program

SEEC members and campus Education Equity committee members received training in the second and fifth modules of the Aboriginal Cultural Awareness Program. The second module covered culture and language, and the fifth module covered workforce issues.

Aboriginal Recruitment and Retention Plan

The Counsellors for Aboriginal students group continues to develop a strategy paper relevant to Aboriginal retention. Discussions were held to examine adding recruitment to the plan, and to develop a plan that encompassed staff and student initiatives and strategies.

Cultural and Wellness Workshops

Winston Wuttanee, nationally known Aboriginal entertainer and workshop presenter on topics of culture and wellness, made presentations to staff and students at each of the campuses.

Tutorial Support

A draft document describing a systematic approach to providing tutorial support to students was developed.

Committee Structure

The SIAST Education Equity Committee expanded its representative membership to include the Women in Trades and Technology (WITT) facilitator.

9.1.2 SIAST-Wide Activities

- In consultation with Registrars and Education Equity Counsellors, efforts are ongoing for earlier identification of equity students, maintenance of student records in as complete form as possible, and standard acceptance response letters for equity students.
- The counselors for Aboriginal students group researched and recommended a standardized rate of pay for elders. The recommended rate of pay is dependent on the type of activity attended.
- Response letters for applicants with a disability or of Aboriginal descent were developed for an automated response from Registration services. Each letter outlines documentation the students need to submit and encourages them to contact a counselor to discuss processes that will assist the students to be successful at SIAST.
- Ways to verify First Nations or Metis ancestry were defined for use by applicants, Registration Services and Counseling.
- Education Equity, the Recruitment Office and the counselors for Aboriginal students continued with their co-operative efforts to establish working relationships with Aboriginal groups whom have a stake in the education and training of their students/clients, attend career fairs and school visitations.
- Education Equity and the Saskatchewan Apprenticeship and Trade Commission continued discussion and reached agreements regarding distribution of assessment reports for apprentice students.
- The Nursing Education Program of Saskatchewan (NEPS) consulted with SEEC regarding the harmonization of the quota management practices between the SIAST Nursing Division and the University of Saskatchewan College of Nursing. SEEC supported their proposal that the admission practices will select all Aboriginal students who successfully compete in the competitive admissions process first and then the quota will be applied to the remaining students pool to admit Aboriginal students.

- SEEC was invited to respond to a draft document discussing how to assess cultural competency in the interview process.

- The SIAST Education Equity Advisor:

  - Attended National Aboriginal Career Symposium in Ottawa.
  - Was appointed to the City of Saskatoon Race Relation Committee.
  - Member of SIAST Harassment Prevention Committee.
  - Attended two day workshop presented by Mediation Saskatchewan entitled "Communication in Conflict".
  - Active participant on focus group to assess cultural competency.
  - Attended Canadian Association of Colleges and Universities Student Services National Conference in Fredericton.
  - Participated on city-wide planning committee for the National Aboriginal Day activities organized for the City of Saskatoon.
  - Was invited to speak at Palliser Campus Professional Development Day.
  - Invited to give a presentation at the Saskatchewan Adult Basic Education Association (SABEA) conference.
  - Attended one day PLAR Workshop titled "Applications for Aboriginal Learning" delivered by Dianne Hill.
  - Attended three day workshop, titled "Aboriginal Access to Post-Secondary Education", which focused on Prior Learning assessment and its application within Aboriginal Programs and Learning, delivered by Dianne Hill.
  - Attended Jane Elliot's "Anatomy of Racism" lecture at University of Regina.
  - Attended various special events, hosted at the four SIAST campuses, relevant to target groups.

9.1.3 SIAST Wide Opportunities

- SEEC is committed to establishing an editorial team, which will be responsible for the publishing of "The Communicator", articles for Campus Pipeline, or other public interest articles about Education Equity. The editorial team will be responsible for examining alternate formats for communication purposes.

- The SIAST Education Equity Advisor and several SIAST staff had the opportunity to attend a three day workshop on "Learning as Transformation: An Aboriginal Perspective on Prior Learning Assessment and Recognition and Portfolio Development". Discussions need to continue with the PLAR facilitator to examine methods of determining skill identification and knowledge that have provided learning outcomes within the Aboriginal culture. The workshop was preceded by a one day presentation.

- The upcoming budget supports the review of Education Equity's current practices and funding allocations to assess our current state and desired state. All functions and operations of the SIAST Education Equity program will be examined to identify strategic direction and evaluate the effectiveness of the services that are currently offered to constituent groups within the current administrative practices, processes and policies. The review should consider the campus needs within the provincial framework of SIAST.

9.1.4 SIAST Wide Issues

- The increasing demand for services to on-campus, apprentice and extension students continues to put extreme pressure on equity resources - human, financial and technological.

- Education Equity is currently not included in the cost pricing formula used to determine the cost for an extension program, or in the training protocol agreement with the Saskatchewan Apprenticeship and Trade Commission. Discussion should be entered into with the SIAST managers responsible for each group.

- The virtual campus planning and development continues to move ahead. The provision of equity services for those students participating in this type of instructional delivery has a number of unknown factors.

- It is projected that the number of students that study through distance education or the virtual campus, or one of these methods in combination with being on campus will increase the demand for services, and will effect the type and delivery of these services.

- SIAST is responding to the changing demographics in Saskatchewan by refocusing their Aboriginal student recruitment initiatives. Retention strategies will need to be developed and implemented to ensure that our Aboriginal students have a supportive learning environment.

- There is a need for increased communication regarding the practices of the Education equity program as all areas and divisions are not aware or do not understand the approaches and procedures employed by the staff in equity, that will benefit the student and provide a better learning experience.

- Social demographics and population figures indicate that the number of Aboriginal peoples in this province is continuing to increase. The Aboriginal population base will be a factor in the future success of SIAST. There will be a significant increase and ongoing demand for services delivered by the equity program, particularly tutors to assist Aboriginal students in the areas of English writing and reading, and full time Elders to counsel students and staff.

- SIAST has an increasing number of students with disabilities. This target group places a great demand on the provision of equity services from personnel and for equipment.

- There is a need to more closely monitor the process of billing students who have received the Canada Study Grant to assist with tutoring costs. This will ensure that the funds are used according to the guidelines of SEEC, and in line with the provisions within the Canada Study Grant for documentation of appropriate expenditure.

9.2KELSEY CAMPUS

9.2.1 Kelsey Campus Projects

Partners for the Future

Funding provided to support the Partners for the Future Golf Tournament. The tournament was designed to work with the business community to increase awareness of the Aboriginal graduates at Kelsey Campus.

Conversational Cree Classes

Noncredit beginning and intermediate conversational Cree classes were hosted for Kelsey Campus students. Classes were held at noon and were open to both Aboriginal-language speakers and non-Aborignal-language speakers. The classes were very well received by the student population - several students expressed concern that their Cree had "gotten rusty" and they did not feel confident using the language. They felt self-conscious speaking Cree with older members in their community. Recognition, by means of a certificate of completion was awarded. Instruction was provided by the Poundmaker Cree Nation.

Learning Specialist

The learning specialist provided psycho-educational assessments for students with learning disabilities, diagnosed and prescribed alternate learning strategies, liaised and consulted with program heads/coordinators and instructors, provided individual and group learning strategy instruction and tutorial assessment, and facilitated necessary learning and exam accommodations. Worked with all equity students to develop and improve learning strategies.

Accessible Furniture for the newly developed computer lab

Recent relocation of the Learning Centre allowed for shared space with the Aboriginal Activity Centre. This shared space allowed for the consolidation of the computer equipment from the Learning Centre and the Aboriginal Activity Centre into one laboratory area that could be shared by those accessing the Learning Centre and the Aboriginal Activity Centre. The additional free space in the Aboriginal Activity Centre afforded an area for additional activities. The lab was furnished with computer tables designed for access.

Diversity Week

Kelsey Campus celebrated the tenth anniversary of equity at SIAST by hosting a week of events that celebrated the diversity of our students and staff. Activities included a leadership workshop presented by Don Burnstick on "The Emerging Warrior", a comic performance by Don Burnstick based on his comedy routine "You Might be a Redskin", open houses at the Aboriginal Activity Centre, as well as a highly successful showing of fashions and cultures from around the world. Students and staff were also demonstrating and selling crafts in the hallway outside the cafeteria.

9.2.2 Kelsey Campus Activities

- The Kelsey Aboriginal Student Activity Centre hosted a celebration of National Aboriginal Peoples' Day, which included a buffalo burger barbeque.
- Eight students attended the two day AWASIS Conference, an STF special subject council on Indian Metis Education.
- Sponsorship for a basic Education student who demonstrated exceptional promise in story writing to attend the Young Aboriginal Writers' Conference at the SIFC Northern Campus in Prince Albert. The student had the opportunity to learn from authors and develop a career plan that focused on his talent. The student also had the opportunity to debrief with his communications instructor on the presented methodologies of Aboriginal writing, This information would be used by the instructor to refine the writing process she was exploring with regards to teaching Aboriginal learners English skills.
- Various resource and assessment materials were purchased for use by Learning Centre specialists and equity counsellors.

9.2.3 Campus Issues

- The cost of the learning specialist is funded from the campus fund.
- There is a need to more closely monitor the process of billing students who have received the Canada Studies Grant.
- The Saskatchewan Apprenticeship and Trade Commission field consultants need to notify SIAST in a more timely manner for accommodations to be put in place. The year we experienced a deaf person in our training without any notice. Advance notice is essential to ensure accommodations are made.

9.3 PALLISER CAMPUS

9.3.1 Palliser Campus Projects

Girls Exploring Trades and Technologies (GETT) Camp

A GETT Coordinator was hired to set up and supervise GETT camps, provide support to Women in Technologies. The individual held several support groups meetings for women in predominantly male Industrial and Technical programs throughout the year. The coordinator attended two training programs for Instructional skills at Wascana - one for the Women in trades Evening Exploratory course and one for the GETT Camp Instructors. She planned the delivery of two GETT Camps to be held in July and August 2002.

Student Lounge

Opened the new Aboriginal Student Lounge. The lounge is named Mamawetoutan, which translated from Cree means "Let's Come Together". The lounge provides a place where students of Aboriginal ancestry can meet other students for fellowship.

Specialty Equipment

Worked with the Palliser Foundation and the Lions club to arrange the lending of special equipment for a visually impaired student.

9.3.2 Palliser Campus Activities

- Hosted an Education Equity luncheon which was attended by many outside agencies including SDHHS, Saskatchewan Apprenticeship and Trade Moose Jaw Branch, City of Moose Jaw, Palliser Retirees, and students from Moose Jaw Public schools.
- Hosted Tipi Raising, Sweetgrass ceremony and buffalo meat stew and bannock luncheon to commemorate the opening of the Aboriginal Student Lounge
- Celebrated Louis Riel Day on November 15, with fiddling and story telling by Senator Boyer from North Battleford,
- Developed the Communicator, a newsletter widely distributed to Agencies, Metis organizations, Band Councils, Tribal Councils, Apprentices, and various other organizations throughout the province
- Hired tutors, scribes, note takers, invigilators, and interpreters for Education Equity students.

- Accompanied students to a Job Fair in Saskatoon.

- Continued liaison with agencies including: SDHHS, CNIB, WCB, Saskatchewan Apprenticeship and Trade Commission, Student Loans, EAPD, Career Headways, CanSask. Career Centres.

- Conducted presentations on Diversity in the Technology programs.

- Funded students' transportation to attend three day SIAST Aboriginal Leadership Conference at Black Strap Lake

9.3.3 Palliser Campus Issues

- Palliser Campus does not have a Learning Assistance Centre and is not able to provide the same level of academic support services that are available at the other campuses. The need for a Learning Centre to assist in the provision of accommodations for students with disabilities is a high priority.

- A test center is needed to provide Equity students with Exam accommodations. Currently rooms are booked throughout the school depending on availability.

9.4 WASCANA CAMPUS

9.4.1 Wascana Campus Projects

Tutor Support

Provided tutor, recorder, note taking and interpreting services to numerous full-time and Extension students. Tutoring services are offered on an individual or small group basis to students experiencing barriers to their success in specific areas of their academic pursuit. Although some tutoring is around basic academic skills, most tutoring arrangements involve tutors with program content knowledge to provide short-term assistance to a student to master a specific area of knowledge or skill. Usually, this represents a barrier presented as a result of a learning disability or academic deficit related to the student's equity status. This project has been extremely successful in assisting students to overcome these barriers.

Metis and Indian Cultural Events

This initiative has once again been well received by students and staff. The opportunity to take part in a variety of events that are designed to enhance knowledge of and pride in Aboriginal cultures. Through an agreement with Basic Education, a part-time administrative support position was put in place to assist with planning these events for a portion of the year.

Aboriginal Cultural Awareness Event

The 11th Annual Aboriginal Cultural Awareness Event was held at Wascana Campus for partners to network with government agencies, education institutions, students, staff and community organizations via workshops, displays, and cultural activities. This event has a long history on our campus of raising awareness and promoting pride in the Aboriginal cultures represented among our students and staff.

Orientation Programs for Women

- Women in Trades Exploratory Programs are six week, interactive, evening classes in shop skills and related career training information, followed by individualized information sessions. A women in Trades Evening Exploratory Program was delivered in the fall. The course provided an overview of several occupations through hands-on skills practice in several trades clusters. The instructors were all women who worked in a variety of sectors and either have Journey papers or are SIAST program graduates. The delivery of the WIT Exploratory course differed from the usual this year. Half of the participants were Instructors and shop assistants and a train-the-trainer course was piggybacked to the class. Prior to and following the regular course, the trainers received additional training in Instructional skills for industrial training for women.

- Several, three hour career information workshops were planned on campus in conjunction with the CAN/SASK centre, to assist women in assessing their suitability for further training in industrial or technical occupations.
- We partnered with several school divisions and community based organizations to deliver "Female Accessing Careers in Technology" fairs.

Equipment Acquisition

- Five additional ergonomic chairs for students use.
- New FM system for use with hearing impaired students in the classroom.
- Integrated Visual and Auditory Continuous Performance Test for use with ADD and ADHD assessments.
- WAIS III and WMS III software to assist in the provision of psycho-educational assessments.

Dental Hygiene Workshop
A workshop was presented by the Reel Anti-suppressant Popular Theatre Group where students experience, feel and then discuss discrimination. This workshop is becoming a yearly event and may be offered to students in other programs.

Equity Adaptive Equipment Depot

A "depot" for storage and tracking of equity adaptive equipment purchased for student use through equity has been acquired.

GETT

- Three, one week Girls Exploring Trades and Technology (GETT) camps provide opportunities for 30 grade 7 and 8 girls to explore occupations and skills in industrial and technology occupations under the guidance of female role models. This year was the eleventh anniversary of GETT camps with an alumnae reunion held to mark the event.
- The kindergarten project saw GETT alumnae and others involved in visiting 56 kindergarten classrooms. During these visits, kindergarten

students were exposed to tools, trades and technologies as options for their future.

- Several, one day GETT alumnae camps were hosted for grade 9 - 12 girls that had been previously involved with GETT camps.

9.4.2 Wascana Campus Activities

- Nursing Education Program of Saskatchewan at the Wascana Campus has hired a NAPN facilitator for Wascana Campus. Our Counsellor for Aboriginal students, and several of our counsellors, have worked very closely with this individual to enhance services to Aboriginal nursing students.
- Talking Circles, provided through Basic Education, are held regularly and are open to all Wascana students.
- The Wascana Campus Education Equity Committee, in partnership with the Campus Director's office has assisted in the development of a space for use by students with physical disabilities requiring attendant services. The facility provides an area for eating and receiving personal care and will be equipped with a sink, washer/dryer, stretching tables and accessible washroom and shower facilities. The grand opening was held in October for this very valuable addition to our equity resources.
- Education Equity information sessions were provided for all students entering Wascana. These sessions are provided as part of the student orientations.
- Continued liaison with funding and advocacy agencies with a view to providing increased access to equity students.
- Organized spend-a-day experiences as well as individual program orientations and campus tours to assist equity students in program selection.
- Formed the Wascana Aboriginal Students' Association (WASA), which is affiliated with the Wascana Students' Association. WASA recently received a grant of $11,000 from an external foundation to assist them in the development of their association.
- Continued work with the SIAST Education Equity Committee to ensure common practice across the province with respect to equity policies and service offerings.

- Equity sensitive counselling services provided to all students.

9.4.3 Wascana Campus Issues

- Continued discussion with senior management to ensure the goals of Education Equity are well understood and supported.
- The new Wascana Campus facility did not include replacement of the carpentry shop located at the Winnipeg North Centre. This facility was extensively used for our orientation programs for women. Although there is a SIAST carpentry facility off-site (Pakwa Park), it is not as conducive to our women's programming due to location and isolation from the other shop facilities at the main campus. We are still working to address this situation.

9.5 WOODLAND CAMPUS

9.5.1 Woodland Campus Projects

Cultural Art

Classes provided students with the opportunity to learn the skill of moccasin making, beading and other art.

Application Fee Sponsorship

This provided the means for Aboriginal students to apply for technical programs.

Learning Accommodation Tutors

Tutoring is provided to students diagnosed with learning disabilities or intellectual disabilities in all program areas. (Technical, Basic Education, Apprentice and Extension programs)

Elder Services

Elders provided counselling and cultural support services to Aboriginal students and staff.

Cultural Advisor

A Cultural Advisor provided advisement on Aboriginal Cultural activities and conducted Sweat Ceremonies for the Aboriginal Activity Centre.

Aboriginal Tutor

Tutoring assistance is provided to meet the increased need to students with math, reading, and written work challenges.

Early Childhood Education Tutor

Aboriginal students in the Early Childhood Education program received weekly tutoring specific to grammar and writing skills.

Learning Specialist

Testing, planning and instructor support for students with learning disabilities is provided by the Learning Specialist. This position is partially funding by Woodland Education Equity.

Annual Aboriginal Cultural Awareness Event 2002 "Our Culture, Our Health, Our Wellbeing"

This one-day event included workshops and cultural activities to enhance staff and students awareness of Aboriginal health issues.

Tipi Painting

Funding was provided to have a local Aboriginal artist paint murals on the Tipi.

Women in Predominatley Male Programs Luncheon

Students and staff were invited to attend a luncheon and hear the guest speaker talk about Women in Trades and Technology.

Annual Aboriginal Honour Ceremony

Funding was provided for the guest Elders. The ceremony was held in June.

Equipment Acquisition

Ergonomic chairs were purchased to assist students with chronic physical disabilities or chronic injury.

9.5.2 Woodland Campus Activities

- "Walk the Talk" event was held on the National Elimination of Racism day.
- Sponsored two Basic Education students to attend SABEA Student Conference.
- International Women's Day Event was hosted by Woodland Campus and co-sponsored with the Prince Albert Council of Women; funding was received from the Women's Secretariat.
- ACAP - Aboriginal Cultural Awareness Program Training Workshops were provided for the IRM (Integrated Resource Management) program students and some Woodland Faculty.
- The Aboriginal Activity Centre continued to provide cultural, academic, social, and spiritual support to all students.
- The Campus Education Equity Committee welcomed new members.
- The Education Equity Handbooks were used as a reference and resource to aid many faculty instructing equity students.

9.5.3 Woodland Campus Issues

- Home Care Services and Special Needs Transportation needed for wheelchair students attending programs. Services to be set up prior to the students start date.
- The Academic Centre and the Technical Centre are about a block apart. The pathway between them goes through a graveled parking lot. The gravel makes it difficult to cross for individuals in a wheelchair or on crutches.
- The need for psyco-educational testing and one-on-one tutoring is increasing yearly.
- There is a need for a Cree/Dene speaking tutor.
- In the near future a mechanical lift will be needed to assist wheelchair students in using the washroom facilities.
- Elder services/Aboriginal Spiritual Advisor support to students and staff is needed on a daily basis.

10.0 HIGH COST ACCOMMODATIONS

The High Cost Student Fund was developed in 1995-96 to provide SIAST with a mechanism to respond to requests for service or technical aids that are not currently covered under the Special Fund or the Funding For Learning Accommodations, or that are not funded elsewhere. The fund was renamed High Cost Accommodations in March, 1998. This fund directly addresses the unique problem of high cost accommodations which is a barrier to access for persons with disabilities.

This funding is for individual student accommodations related to an academic need. The fund provides two main types of accommodations: "people" supports (attendant care, interpretive services) and technical equipment (which becomes the property of the SIAST Education Equity Program).

In April, 1998, the SIAST Education Equity Committee moved to suspend the funding to High Cost Accommodations. A review of Education Equity will take place in 2002-03.

Recommendations of this review include:

1. That discussions take place between SIAST and Saskatchewan Learning regarding:
   - Provision of high cost accommodations
   - Appropriate funding mechanism and allocation for SIAST Education Equity accommodations
2. That a workable Student Management Plan for equity students generally and high cost students specifically, be developed to address issues of:
   - Accommodation
   - Efficient utilization of service providers
3. That discussions take place between SIAST, Saskatchewan Learning Post Secondary sector and the Union regarding:
   - Equity service providers who are not SIAST employees, but are working on campuses, giving rise to issues of:
     - Supervision
     - Quality control
     - Facility usage
     - Insurance/occupational health and safety

11.0 FUNDING FOR LEARNING ACCOMMODATIONS

In 1994-95 the Direct Student Access Fund was established for students to apply for funds for program related accommodations when other funds are not available. The name of the fund was changed to Funding for Learning Accommodations in March, 1998. The Campus Education Equity Committee approves applications for funding. A maximum of $1,500 is available to a student in each fiscal year. Wherever possible, student accommodations are provided for several students simultaneously to maximize resources.

Each Campus Education Equity Committee was allocated $12,000 for Direct Student Access in 2001-02. When these funds are exhausted the committees re-allocate special project funds to carry through to year-end. This fund is not the only SIAST source of individual student accommodation. Each campus allocates money to the equity committees, counselling departments and equity staff from their core budgets for this purpose. The actual amount spent on program related accommodations well exceeds the $48,000 provided under the Direct Student Access Fund.

Learning accommodations may include the provision of services such as tutors, notetakers, scribes, readers, proctors, etc.

Individual support services (care-givers) are provided as are capital equipment (computers, software and enhancements, telewriters); enhancements to student workstations and ergonomic postural supports. Such equipment becomes the property of the Campus Education Equity Committee.

The SIAST Education Equity Program has special measures in place which seek to ensure equitable access and opportunity for education and training in SIAST programs. Funding for Learning Accommodations is designed to allow individual members of designated student groups to apply for accommodations that meet their individual needs.

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12.0 SIAST AND DUMONT TECHNICAL INSTITUTE

12.1 FEDERATION AGREEMENT

A federation agreement between SIAST and the Dumont Technical Institute (DTI) was signed in June 1994. The federation agreement was repeated for 2001-02. Through this federation agreement DTI is able to offer a wide range of accredited skills training throughout Saskatchewan.

DTI accesses basic education training seats from the Regional Colleges and SIAST campuses.

Courses offered through Dumont Technical Institute in accordance with the SIAST Federation Agreement are included in the following table.

Course Name	Course Location	Enrolled
Business Administration	Saskatoon	16
Computer Support Spec	Yorkton	13
Basic Carpentry	Batoche	10
Licensed Practical Nursing	Prince Albert	16
Licensed Practical Nursing	Meadow Lake	08
Home Maintenance	Cumberland House	06

Source: August 2002, Dumont Technical Institute

13.0 TERMS AND CONDITIONS FOR THE CONTINUED APPROVAL OF THE SIAST EDUCATION EQUITY PROGRAM

Pursuant to **Regulation 42** of **The Saskatchewan Human Rights Code**, that the Saskatchewan Human Rights Commission continues approval of the Education Equity Program of the Saskatchewan Institute of Applied Science and Technology (SIAST) with the following terms and conditions for 2001-2002:

1. SIAST will provide an annual report by October 31, 2002. This report will include information on actions taken during the year to implement the plan, progress made, difficulties encountered and any changes to the plan under consideration.

2. The annual report will include statistics for Aboriginal persons, persons with disabilities, female persons and visible minority persons. It will show application process, enrollment, graduation and leaver reporting. This information will be provided for SIAST and each of its divisions.

3. The annual report will continue to provide information on the following:

    - Agreements between SIAST and Dumont Technical Institute.
    - Accommodations of students with disabilities, including students with intellectual disabilities.
    - Under-representation of female students in courses attended predominately by male students, i.e. courses with less than 45 percent female students.
    - Expansion of its Education Equity Programs to Adult Basic Education (ABE) and Extension Programs.

4. SIAST will report on specific measures developed to reduce barriers to designated student groups.

5. SIAST will report on progress in identifying and removing systemic barriers in pre-admission and post-admission entry tests and curricula.

6. SIAST will report on the functions of the SIAST Education Equity Program committees.

7. SIAST will continue to consult with the Commission on the implementation of the recommendations of the review of the High Cost Student Fund.

8. SIAST will report on staff training in relation to education equity.

9. SIAST will report on the application of the policy on accommodation for students with disabilities to meet certification requirements.

APPENDIX A

SIAST-WIDE DESIGNATED STUDENT GROUP PARTICIPATION

By Campus And Division

SIAST-WIDE APPLICATIONS 2001-02

Campus	Total Apps	Abor. Apps	%	Dsbld. Apps	%	V.M. Apps	%	Wom. Apps	%
Kelsey									
Community Services	621	113	18.2	44	7.1	17	2.7	450	72.4
Industrial Training	628	81	12.9	37	5.9	8	1.3	24	3.8
Nursing	527	79	15.0	6	1.1	17	3.2	481	91.2
Science and Health	736	63	8.6	27	3.7	23	3.1	600	81.5
Technology	560	38	7.0	23	4.1	23	4.1	42	7.5
Kelsey Total	**3,072**	**404**	**13.1**	**149**	**4.8**	**99**	**3.2**	**237**	**69.6**
Palliser									
Business	881	39	4.4	39	4.4	45	5.1	454	51.5
Community Services	35	0	0	2	5.7	0	0	21	60
Industrial Training	151	9	6.0	7	4.6	5	3.3	9	6.0
Technology	630	36	5.7	31	4.9	30	4.8	103	16.3
Palliser Total	**1,715**	**84**	**4.9**	**69**	**4.0**	**80**	**4.7**	**588**	**34.3**
Wascana									
Agriculture	29	1	3.4	0	0	1	3.4	4	13.8
Business	279	46	16.4	18	6.45	17	6.0	261	93.5
Community Services	283	22	12.8	13	4.6	6	2.1	197	6.9
Industrial Training	306	57	18.6	17	5.5	7	2.3	19	6.2
Nursing	687	44	6.4	18	2.6	33	4.8	632	92.0
Science and Health	852	52	6.1	13	1.5	26	3.0	560	65.7
Technology	73	7	9.6	11	1.5	4	5.5	1	1.4
Wascana Total	**2,606**	252	**9.6**	**94**	**3.6**	**98**	**3.8**	**1,764**	**67.6**
Woodland									
Business	234	138	58.9	9	3.8	0	0	169	72.2
Community Services	482	265	5.4	29	6.0	9	1.8	305	63.2
Industrial Training	137	84	61.3	12	8.7	0	0	7	5.1
Science and Health	70	42	60.0	4	5.7	4	5.7	66	94.2
Technology	263	75	28.5	14	5.3	3	1.1	49	18.6
Woodland Total	**1,186**	**604**	**50.9**	**68**	**5.7**	**16**	**1.3**	**596**	**50.2**
SIAST-WIDE TOTAL	**8,579**	**1,3451**	**15.7**	**380**	**4.4**	**293**	**3.4**	**5,085**	**59.3**

SIAST-WIDE ENROLLMENT 2001-02

Campus	Total Enroll	Abor. Enroll	%	Dsbld. Enroll	%	V.M. Enroll	%	Wom. Enroll	%
Kelsey									
Community Services	412	48	11.6	40	9.6	8	1.9	301	72.9
Industrial Training	291	27	6.3	24	8.2	4	1.4	16	5.5
Nursing	298	34	11.4	11	3.7	4	1.4	279	93.6
Science and Health	262	21	8.0	18	6.9	5	1.9	212	80.9
Technology	357	20	5.6	23	6.4	9	2.5	45	12.6
Extension	213	27	12.6	2	1.0	1	0.5	166	77.9
Cert/Diploma Total	**1834**	**177**	**9.7**	**118**	**6.4**	**31**	**1.7**	**1019**	**55.6**
Apprenticeship									
Community Service	41	5	12.2	0	0	0	0	12	29.3
Industrial Training	1296	75	5.7	40	3.0	11	1.0	23	1.8
Technology	21	3	14.3	3	14.3	0	0	16	76.2
Extension	26	4	11.5	0	0	0	0	0	0
Apprenticeship Total	**1385**	**87**	**6.2**	**43**	**3.1**	**11**	**0.8**	**51**	**3.7**
ABE Total	**797**	**361**	**45.0**	**31**	**3.9**	**10**	**1.3**	**472**	**59.2**
Kelsey Total	**4016**	**635**	**15.5**	**192**	**4.8**	**52**	**1.3**	**1542**	**38.4**

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SIAST-WIDE ENROLLMENT 2001-02

Campus	Total Enroll	Abor. Enroll	%	Dsbld. Enroll	%	V.M. Enroll	%	Wom. Enroll	%
Palliser									
Ag. and Business	761	20	3.0	34	4.5	37	4.9	359	47.1
Community Services	28	2	7.1	3	10.7	0	0	18	64.3
Industrial Training	71	4	5.6	2	2.8	2	2.8	6	8.5
Technology	682	26	3.8	28	4.1	13	1.9	108	15.8
Extension	240	58	24	2	0.1	0	0	144	60
Cert/Diploma Total	**1782**	**110**	**6.2**	**69**	**3.9**	**52**	**2.8**	**635**	**35.6**
Apprenticeship									
Community Service	61	2	3.3	0	0	1	1.6	24	39.3
Industrial Training	460	31	6.7	8	1.7	1	0.2	9	2.0
Technology	527	16	3.0	2	0.1	0	0.1	5	1.0
Extension	3	0	0	0	0	0	0	0	0
Apprenticeship Total	**1051**	**49**	**4.6**	**10**	**1.0**	**4**	**0.1**	**38**	**3.6**
ABE Total	**235**	**45**	**19.1**	**24**	**10.2**	**10**	**4.3**	**125**	**53.2**
Palliser Total	**3068**	**204**	**6.6**	**103**	**3.4**	**66**	**2.2**	**798**	**26.0**

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SIAST-WIDE ENROLLMENT 2001-02

Campus	Total Enroll	Abor. Enroll	%	Dsbld. Enroll	%	V.M. Enroll	%	Wom. Enroll	%
Wascana									
Agriculture	30	0	0	0	0	1	3.3	5	29.4
Business	276	49	17.7	18	6.5	15	5.4	261	94.6
Community Services	146	11	7.5	13	9.0	1	0.7	112	76.7
Industrial Training	220	30	13.6	18	8.2	4	1.8	14	6.4
Nursing	441	28	6.3	10	2.3	17	3.9	411	93.2
Science and Health	381	22	5.8	15	3.9	8	2.1	253	66.4
Technology	102	10	9.8	19	18.6	4	3.9	3	2.9
Extension	336	68	20.2	16	4.8	4	1.2	293	8.7
Cert/Diploma Total	**1932**	**218**	**11.3**	**109**	**5.6**	**54**	**2.8**	**1352**	**70.0**
Apprenticeship									
Agriculture	28	0	0	0	0	0	0	12	67.0
Industrial Training	40	3	7.5	1	2.5	3	7.5	0	0
Apprenticeship Total	**68**	**3**	**4.4**	**1**	**1.4**	**3**	**4.4**	**18**	**26.5**
ABE Total	**858**	**287**	**33.4**	**137**	**16.0**	**80**	**9.3**	**502**	**58.5**
Wascana Total	**2858**	**508**	**17.7**	**247**	**8.6**	**137**	**4.8**	**1872**	**65.5**

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SIAST-WIDE ENROLLMENT 2001-02

Campus	Total Enroll	Abor. Enroll	%	Dsbld. Enroll	%	V.M. Enroll	%	Wom. Enroll	%
Woodland									
Business	163	83	50.9	11	6.8	2	1.2	125	76.7
Community Services	341	159	4.7	24	7.0	5	1.5	214	6.3
Health and Science	27	13	48.1	2	7.4	0	0	24	88.8
Industrial Training	85	48	56.5	6	7.1	0	0	3	3.5
Technology	181	51	28.2	9	4.9	3	1.7	40	22.1
Extension	465	144	31.0	5	1.1	0	0	194	41.7
Cert/Diploma Total	**1262**	**498**	**39.5**	**57**	**4.5**	**10**	**0.8**	**600**	**47.5**
Apprenticeship									
Community Services	11	3	2.7	0	0	0	0	9	81.8
Industrial Training	169	21	12.4	1	0.6	0	0	1	0.6
Technology	59	5	8.5	0	0	0	0	2	3.4
Extension	102	31	30.4	0	0	0	0	9	8.8
Apprenticeship Total	**341**	**60**	**17.6**	**1**	**0.3**	**0**	**0**	**21**	**6.2**
ABE Total	**423**	**366**	**86.5**	**12**	**2.8**	**2**	**0.5**	**283**	**66.9**
Woodland Total	**2026**	**924**	**45.6**	**70**	**3.5**	**12**	**0.6**	**904**	**44.6**
SIAST-WIDE TOTAL	**11968**	**2271**	**19.0**	**612**	**5.1**	**879**	**7.3**	**5116**	**42.8**

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SIAST-WIDE GRADUATES 2001-02

Campus	Total Grads	Abor. Grads	%	Dsbld. Grads	%	V.M. Grads	%	Wom. Grads	%
Kelsey									
Community Services	200	22	11	8	4	2	1	149	74.5
Industrial Training	208	15	7.2	13	6.2	2	0.9	9	4.3
Science and Health	110	8	7.2	4	3.6	0	0	94	85.4
Technology	125	5	4	3	2.4	0	0	16	12.8
Extension	245	16	6.5	3	1.2	1	0.1	212	87.5
Kelsey Total	**888**	**66**	**7.4**	**31**	**3.5**	**5**	**0.1**	**480**	**54.1**
Palliser									
Ag. and Business	278	10	3.6	2	0.1	7	2.5	168	60.4
Community Services	23	1	1.43	2	8.7	1	4.3	16	69.8
Industrial Training	60	3	5	1	1.5	1	1.6	4	6.6
Technology	152	4	2.6	7	4.6	2	1.3	21	13.8
Extension	184	19	10.3	1	0.5	2	1.0	115	62.5
Palliser Total	**697**	**37**	**5.3**	**13**	**1.9**	**13**	**1.9**	**324**	**46.5**
1									
W0ascana									
Agriculture	16	0	0	0	0	1	6.2	4	25
Business	100	7	7	6	6	4	4	98	98
Community Services	86	7	8.1	8	9.3	2	2.3	69	80.2
Industrial Training	101	7	6.9	5	4.9	1	0.9	5	4.9
Nursing	108	3	2.7	3	2.7	5	4.6	104	96.2
Science and Health	231	9	3.9	6	2.6	2	0.1	148	64.0
Technology	32	2	6.2	6	18.7	1	3.1	2	6.2
Extension	165	26	15.8	6	3.6	0	0	138	83.6
Wascana Total	**839**	**61**	**7.3**	**40**	**4.8**	**16**	**1.9**	**568**	**67.7**
Woodland									
Business	70	24	34.3	5	7.1	1	1.4	56	80
Community Services	119	47	39.5	4	3.4	3	2.5	79	66.4
Industrial Training	48	21	43.7	2	4.2	0	0	2	4.2
Science and Health	2	0	0	0	0	0	0	2	100
Technology	65	11	16.9	3	4.6	1	1.5	6	9.2
Extension	323	61	18.9	7	2.1	0	0	100	31.0
Woodland Total	**627**	**164**	**26.2**	**21**	**3.3**	**5**	**0.1**	**245**	**39.1**
SIAST-WIDE TOTAL	**3051**	**328**	**10.8**	**105**	**3.4**	**39**	**1.3**	**1617**	**53.0**

SIAST-WIDE PERCENTAGE
WOMEN STUDENTS IN PREDOMINATELY MALE PROGRAMS 2001-02

TABLE D6: Percentage of Women Students in Predominately Male Programs

	Applicants		Enrolled		Graduates	
Campus/Division	01-02	00-01	01-02	00-01	01-02	00-01
Kelsey Campus						
Community Services	10.8	6.9	12.5	4.8	9.0	0
Industrial Training	3.82	3.7	5.5	6.8	4.3	5.1
Technology	7.5	11.3	12.6	8.9	12.8	8.1
Palliser Campus						
Industrial Training	5.9	9.1	8.5	5.8	6.6	6.0
Technology	16.3	15.8	15.8	14.4	13.8	20.5
Wascana Campus						
Agriculture	13.8	19.6	16.6	11.9	25.0	12.5
Community Services	24.6	37.8	43.2	22.2	37.5	20.0
Industrial Training	6.2	6.4	6.4	5.0	5.0	2.1
Health Sciences	65.7	43.4	66.4	38.3	64.0	30.5
Technology	1.4	2.4	2.9	5.0	6.2	9.7
Woodland Campus						
Community Services	52.7	40.6	40.2	38.0	52.6	56.7
Industrial Training	1.5	5.0	3.5	5.7	4.2	8.3
Technology	5.3	21.4	22.0	15.3	9.2	18.8

APPENDIX B1

DESIGNATED STUDENT GROUP PARTICIPATION BY DIVISION/PROGRAM

SIAST Kelsey Campus

Applicants
Enrollment
Graduates

APPLICATION STATISTICS (Kelsey Campus) **01-July-01 to 30-June-02**

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Community Service						
Early Childhood Education	1	79	76	17	2	5
Early Childhood Education	2	14	14	2	0	1
Food and Nutrition Management	1	37	31	8	0	3
Food and Nutrition Management	2	1	1	1	0	0
Hotel and Restaurant Administration	1	64	36	10	1	1
Hotel and Restaurant Administration	2	1	1	0	0	0
Library/Information Technology	1	40	34	3	2	2
Professional Cooking	1	71	37	15	2	4
Recreation and Leisure	1	34	14	7	0	2
Recreation and Leisure	2	2	2	1	0	0
Retail Meatcutting	1	37	4	3	0	4
Rehabilitation Worker	1	71	62	8	5	10
Rehabilitation Worker	2	17	15	2	0	1
Teacher Assistant	1	2	2	0	0	1
Tourism Management	1	33	24	4	1	3
Tourism Management	2	1	0	0	1	0
Therapeutic Recreation	1	2	1	0	0	0
Therapeutic Recreation	2	1	1	0	0	0
Youth Care Worker	1	107	88	32	3	7
Youth Care Worker	2	7	7	0	0	0
Community Service Total		**621**	**450**	**113**	**17**	**44**
Industrial Training						
Agricultural Machinery Technician	1	42	1	2	0	2
Agricultural Machinery Technician	2	1	1	0	0	0
Auto Body Technician	1	46	1	11	0	1
Automotive Service Technician	1	99	10	22	3	1
Automotive Service Technology	2	22	2	2	0	4
Heavy Equipment Mechanics	1	112	3	19	0	9
Industrial Mechanics	1	59	0	6	0	4
John Deere Agriculture Technician	1	12	0	0	0	0
Machine Shop	1	50	2	0	3	3
Parts Management Technician	1	40	2	1	0	6
Refrigeration/Air Conditioning	1	30	0	1	0	1
Track & Transport Mech. Repair	1	4	0	3	0	0
Welding	1	111	3	14	2	6
Industrial Training Total		**628**	**24**	**81**	**8**	**37**

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APPLICATION STATISTICS (Kelsey Campus)

01-July-01 to 30-June-02

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Nursing						
Nursing	1	518	473	77	17	6
Nursing	2	9	8	2	0	0
Nursing Total		**527**	**481**	**79**	**17**	**6**
Science and Health						
Biotechnology	1	29	20	2	1	1
Biotechnology	2	1	1	0	0	0
Combined Lab/X-ray Technician	1	98	84	13	1	4
Chemical Technology	1	38	19	3	3	0
Home Care/Special Care Aide	1	57	55	19	3	5
Medical Laboratory Technology	1	97	82	3	4	2
Medical Radiological Technology	1	231	179	14	3	7
Pharmacy Technician	1	98	84	4	5	5
Veterinary Technology	1	85	74	5	3	3
Veterinary Technology	2	2	2	0	0	0
Science and Health Total		**736**	**600**	**63**	**23**	**27**
Technology						
CAD/CAM Engineering Technology	1	45	5	3	2	7
CAD/CAM Engineering Technology	1	1	0	0	0	0
Commercial Pilot	1	15	2	1	1	1
Computer Systems Technology	1	112	15	8	4	5
Computer Systems Technology	2	3	1	1	0	1
Electronic Systems Engineering	1	35	3	1	1	0
Electronic Systems Engineering	2	1	0	0	0	0
Electronics Technician	1	27	0	0	1	2
Mechanical Engineering	1	67	5	1	6	1
Mechanical Engineering	2	3	0	0	0	0
Power Engineering	1	145	6	14	5	3
Power Engineering	2	29	0	1	0	0
Process Operator	1	77	5	8	3	3
Technology Total		**560**	**42**	**38**	**23**	**23**
KELSEY APPLICATION TOTAL		**3,072**	**2,137**	**404**	**99**	**149**

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Community Service										
Early Childhood Education	1	25	2	8	2	8	0	0	24	96
Early Childhood Education	2	12	1	8	1	8	0	0	11	92
Food and Nutrition Management	1	20	2	10	01	5	3	15	17	85
Food and Nutrition Management	2	15	0	0	0	0	0	0	13	81
Hotel and Restaurant Administration	1	32	3	9	5	16	2	6	18	56
Hotel and Restaurant Administration	2	27	3	11	2	7	0	0	20	74
Library Technician	1	0	0	0	0	0	0	0	0	0
Library Technician	2	25	1	4	3	12	1	4	20	80
Professional Cooking	1	35	9	26	4	11	0	0	11	31
Recreation and Leisure	1	20	0	0	2	10	0	0	12	60
Recreation and Leisure	2	22	1	5	1	5	1	5	13	59
Rehabilitation Worker	1	29	2	7	9	31	0	0	26	90
Rehabilitation Worker	2	8	1	13	0	0	0	0	7	88
Retail Meatcutting	1	16	1	6	1	6	0	0	2	13
Teacher Assistant	1	29	9	31	2	7	0	0	26	90
Tourism Management	1	17	1	6	1	6	0	0	12	71
Tourism Management	2	8	0	0	1	13	0	0	5	63
Therapeutic Recreation	1	32	3	9	2	6	0	0	27	84
Therapeutic Recreation	2	0	0	0	0	0	0	0	0	0
Youth Care Worker	1	21	5	24	1	5	1	5	20	95
Youth Care Worker	2	20	4	20	2	10	0	0	17	85
Community Service Total		**413**	**48**	**12**	**40**	**10**	**8**	**2**	**301**	**73**
Industrial Training										
Agricultural Machinery Technician	1	26	0	0	2	8	0	0	0	0
Agricultural Machinery Technician	2	17	1	6	0	0	0	0	0	0
Auto Body Technician	1	16	2	13	1	6	0	0	0	0
Automotive Service Technician	1	39	3	8	5	13	2	5	5	19
Automotive Service Technology	2	13	0	0	1	8	0	0	0	0
Heavy Equipment Mechanics	1	54	6	11	4	7	1	2	4	7
Industrial Mechanics	1	15	3	20	2	13	1	7	3	20
Machine Shop	1	24	2	8	0	0	0	0	0	0
Parts Management Technician	1	31	3	10	6	19	0	0	3	10
Refrigeration/Air Conditioning	1	14	1	7	0	0	0	0	0	0
Welding	1	42	6	14	3	7	0	0	1	2
Industrial Training Total		**291**	**27**	**9**	**24**	**8**	**4**	**1**	**16**	**5**

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ENROLLMENT STATISTICS (Kelsey Campus) **01-July-01 to 30-June-02**

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Nursing										
Nursing	1	161	23	14	9	6	3	2	149	93
Nursing	2	137	11	8	2	1	1	1	130	95
Nursing Total		**298**	**34**	**11**	**11**	**4**	**4**	**1**	**279**	**94**
Science and Health										
Biotechnology	1	27	3	11	4	15	1	4	21	78
Biotechnology	2	17	0	0	3	18	0	0	12	71
Combined Lab/X-ray Technician	1	19	2	11	2	11	1	5	16	84
Chemical Technology	1	19	3	16	2	11	2	11	12	63
Chemical Technology	2	16	2	13	0	0	0	0	9	56
Home Care/Special Care Aide	1	29	3	10	2	7	0	0	28	97
Medical Laboratory Technology	1	19	1	5	1	5	0	0	15	79
Medical Laboratory Technology	2	16	1	6	0	0	0	0	14	88
Medical Radiological Technology	1	21	2	10	1	5	0	0	13	62
Medical Radiological Technology	2	15	1	7	0	0	0	0	11	73
Pharmacy Technician	1	18	0	0	2	11	0	0	16	89
Veterinary Technology	1	21	0	0	1	5	1	5	20	95
Veterinary Technology	2	25	3	12	0	0	0	0	25	100
Science and Health Total		**262**	**21**	**8**	**18**	**7**	**5**	**2**	**212**	**81**
Technology										
CAD/CAM Engineering Technology	1	26	1	4	5	19	1	4	5	19
CAD/CAM Engineering Technology	2	23	3	13	1	4	0	0	5	22
Commercial Pilot	1	29	1	3	0	0	0	0	2	7
Computer Systems Technology	1	49	1	2	6	12	2	4	13	27
Computer Systems Technology	2	39	3	8	2	5	0	0	11	28
Electronic Systems Engineering	1	26	0	0	0	0	2	8	0	0
Electronic Systems Engineering	2	25	3	12	3	12	0	0	0	0
Electronics Technician	1	12	2	17	0	0	1	8	3	25
Mechanical Engineering	1	34	3	9	1	3	2	6	2	6
Mechanical Engineering	2	34	0	0	1	3	0	0	0	0
Power Engineering	1	18	0	0	1	6	0	0	0	0
Power Engineering	2	18	1	6	1	6	0	0	2	11
Process Operator	1	24	2	8	2	8	1	4	2	8
Technology Total		**357**	**20**	**6**	**23**	**6**	**9**	**3**	**45**	**13**
KELSEY ENROLLMENT TOTAL		**1834**	**177**	**10**	**118**	**6**	**31**	**2**	**1019**	**56**

ENROLLMENT STATISTICS (Kelsey Campus) **01-July-01 to 30-June-02**

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
APPRENTICESHIP										
Community Services										
Professional Cooking	1	17	3	18	0	0	0	0	4	24
Professional Cooking	2	15	1	7	0	0	0	0	3	20
Professional Cooking	3	9	1	11	0	0	0	0	5	56
Community Services Total		41	5	12.2	0	0	0	0	12	29.2
Industrial Training										
Autobody Technician	1	8	1	13	0	0	0	0	0	0
Autobody Technician	2	6	0	0	0	0	1	17	0	0
Autobody Technician	3	16	2	13	0	0	1	6	0	0
Autobody Technician	4	8	0	0	0	0	0	0	0	0
Agricultural Machinery Technician	1	7	0	0	0	0	0	0	0	0
Agricultural Machinery Technician	2	11	0	0	0	0	0	0	0	0
Agricultural Machinery Technician	3	26	0	0	0	0	1	4	0	0
Agricultural Machinery Technician	4	31	0	0	0	0	1	3	0	0
General Motors Apprenticeship	1	10	1	10	0	0	0	0	0	0
General Motors Apprenticeship	4	8	0	0	0	0	0	0	0	0
Automotive Service Technician	1	23	1	4	0	0	0	0	0	0
Automotive Service Technician	2	40	4	10	0	0	0	0	0	0
Automotive Service Technician	3	24	2	8	0	0	0	0	0	0
Automotive Service Technician	4	35	1	3	0	0	1	3	1	3
Heavy Equipment Mechanics	1	10	0	0	1	10	0	0	0	0
Heavy Equipment Mechanics	2	12	2	17	2	17	0	0	0	0
Heavy Equipment Mechanics	3	36	3	8	1	3	0	0	0	0
Heavy Equipment Mechanics	4	37	1	3	2	5	0	0	0	0
Industrial Mechanics	1	35	4	11	0	0	0	0	1	3
Industrial Mechanics	2	61	4	7	1	2	0	0	1	2
Industrial Mechanics	3	60	2	3	2	3	0	0	1	2
Industrial Mechanics	4	60	5	8	1	2	0	0	2	3
John Deere Agriculture Technician	1	9	0	0	0	0	0	0	0	0
John Deere Agriculture Technician	2	9	0	0	0	0	0	0	0	0
John Deere Agriculture Technician	3	8	0	0	0	0	0	0	0	0
John Deere Agriculture Technician	4	8	0	0	0	0	0	0	0	0
Machine Shop	1	11	1	9	3	27	0	0	0	0
Machine Shop	2	13	0	0	1	8	2	15	0	0
Machine Shop	3	25	1	4	3	12	1	4	1	4
Machine Shop	4	47	2	4	4	9	1	2	3	6

ENROLLMENT STATISTICS (Kelsey Campus) **01-July-01 to 30-June-02**

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Plumbing	1	73	8	11	1	1	0	0	0	0
Plumbing	2	91	6	7	2	2	1	1	0	0
Plumbing	3	78	6	8	4	5	1	1	2	3
Plumbing	4	50	5	10	1	2	1	2	0	0
Parts Management Technician	1	4	0	0	0	0	0	0	1	25
Parts Management Technician	2	13	0	0	0	0	0	0	4	31
Parts Management Technician	3	14	1	7	0	0	0	0	4	29
Refrigeration/Air Conditioning	1	9	0	0	0	0	0	0	0	0
Refrigeration/Air Conditioning	2	22	1	5	1	5	0	0	0	0
Refrigeration/Air Conditioning	3	16	0	0	0	0	0	0	0	0
Refrigeration/Air Conditioning	4	12	0	0	1	8	1	8	0	0
Sheet Metal	1	24	1	4	0	0	0	0	0	0
Sheet Metal	2	22	2	9	0	0	0	0	0	0
Sheet Metal	3	17	1	6	0	0	0	0	0	0
Sheet Metal	4	24	2	8	1	4	0	0	0	0
Sheet Metal	U	1	0	0	0	0	0	0	0	0
Steel Fabricator	1	11	1	9	0	0	0	0	1	9
Steel Fabricator	2	7	1	14	1	14	0	0	0	0
Steel Fabricator	3	8	0	0	1	13	0	0	0	0
Steam/Pipefitting	1	15	0	0	0	0	0	0	0	0
Steam/Pipefitting	2	8	0	0	0	0	0	0	0	0
Steam/Pipefitting	3	11	0	0	2	18	0	0	0	0
Steam/Pipefitting	4	12	0	0	0	0	0	0	0	0
Welding	1	11	0	0	0	0	0	0	0	0
Welding	2	12	2	17	1	8	0	0	0	0
Welding	3	25	1	4	1	4	0	0	0	0
Welding	U	12	0	0	0	0	0	0	0	0
Industrial Training Total		1,296	75	6	40	3	11	1	23	2
Technology										
Electronics Assembler	1	9	1	11	2	22	0	0	7	78
Electronics System Engineering	2	12	2	17	1	8	0	0	9	75
Technology Total		21	3	14	3	14	0	0	16	76
KELSEY APPRENTICESHIP TOTAL		1,385	87	6	43	3	0	0	51	4

ENROLLMENT STATISTICS (Kelsey Campus) **01-July-01 to 30-June-02**

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	Total
ADULT BASIC EDUCATION										
ABE 5 - 10	1	293	189	**65**	8	**3**	5	**2**	178	**61**
Adult 12	1	277	134	**48**	18	**6**	4	**1**	174	**63**
Employability/Life Skills	1	32	3	**9**	5	**16**	1	**3**	14	**44**
English Language Training	1	145	0	**0**	0	**0**	0	**0**	82	**57**
Literacy	1	50	35	**70**	0	**0**	0	**0**	24	**48**
ABE Total		**797**	**361**	**45**	**31**	**4**	**10**	**1**	**472**	**59**
EXTENSION										
Palliser										
Home Care/Special Care Aide	1	2	0	**0**	0	**0**	0	**0**	2	**100**
Palliser Extension Total		**2**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**100**
Wascana										
Teacher Assistant	1	28	21	**1**	2	**7**	0	**0**	28	**100**
Wascana Extension Total		**28**	**21**	**1**	**2**	**7**	**0**	**0**	**28**	**100**
Woodland										
Teacher Assistant	1	14	6	**43**	0	**0**	1	**7**	14	**100**
Woodland Extension Total		**14**	**6**	**43**	**0**	**0**	**1**	**7**	**14**	**100**
Kelsey (Full-Time)										
Auto Body Technician	1	1	0	**0**	0	**0**	0	**0**	0	**0**
Commercial Pilot	1	23	0	**0**	0	**0**	0	**0**	2	**9**
Home Care/Special care Aide	1	44	3	**7**	0	**0**	0	**0**	41	**93**
Home Care/Special Care OTJ	1	2	0	**0**	0	**0**	0	**0**	2	**100**
Recreation and Leisure	1	17	6	**35**	0	**0**	0	**0**	4	**24**
Rehabilitation Worker	1	10	1	**10**	0	**0**	0	**0**	10	**100**
Teacher Assistant	1	56	5	**9**	0	**0**	0	**0**	54	**96**
Warehouse Worker	1	11	0	**0**	0	**0**	0	**0**	1	**100**
Youth Care Worker	1	1	0	**0**	0	**0**	0	**0**	1	**100**
Kelsey Extension (Full-Time) Total		**165**	**15**	**9**	**0**	**0**	**0**	**0**	**118**	**72**
Kelsey (Part-Time)										
Home Care Aide On-The-Job	1	2	0	**0**	0	**0**	0	**0**	2	**100**
Kelsey Extension (Part-Time) Total		**2**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**100**

GRADUATE STATISTICS (Kelsey Campus) **01-July-01 to 30-June-02**

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Community Service									
Early Childhood Education (1)	16	0	0	0	0	0	0	15	93.8
Early Childhood Education (2)	11	2	18.2	0	0	0	0	10	90.9
Ecotourism	6	0	0	0	0	0	0	4	66.7
Food and Nutrition Management	9	0	0	0	0	0	0	9	100
Hotel and Restaurant Admin.	16	2	12.5	1	6.3	0	0	13	81.3
Library Information Technology	21	1	4.8	2	9.5	0	0	17	81
Professional Cooking	17	2	11.8	1	5.9	0	0	4	23.5
Recreation and Leisure	16	3	18.8	1	6.3	1	6.3	8	50
Rehabilitation Worker (1)	17	1	5.9	1	5.9	0	0	15	88.2
Rehabilitation Worker (2)	8	2	25	0	0	0	0	7	87.5
Retail Meatcutting	11	0	0	0	0	0	0	1	9.1
Teacher Assistant	17	3	17.6	0	0	0	0	16	94.1
Tourism Management(1)	1	0	0	0	0	0	0	0	0
Tourism Management (2)	7	0	0	1	14.3	0	0	5	71.4
Youth Care Worker (1)	10	2	20	0	0	1	10	10	100
Youth Care Worker (2)	17	4	23.5	1	5.9	0	0	15	88.2
Community Service Total	**200**	**22**	**11**	**8**	**4**	**2**	**1**	**149**	**74.5**
Health and Science									
Biotechnology	12	0	0	1	8.3	0	0	8	66.7
Chemical Technology	12	0	0	0	0	0	0	5	41.7
Home Care/Special Care Aide	24	3	12.5	2	8.3	0	0	23	95.8
Medical Laboratory Technology	13	1	7.7	0	0	0	0	12	92.3
Medical Radiology Tech	17	1	5.9	0	0	0	0	14	82.9
Pharmacy Technician	11	0	0	1	9.1	0	0	11	100
Veterinary Technology	21	3	14.3	0	0	0	0	21	100
Health and Science Total	**110**	**8**	**7.2**	**4**	**3.6**	**0**	**0**	**94**	**85.4**
Industrial Training									
Agricultural Machinery Technician	28	1	3.6	0	0	0	0	0	0
Auto Body Technician	8	1	12.5	1	12.5	0	0	0	0
Automotive Service Technician	27	2	7.4	3	11.1	1	3.7	4	14.8
Automotive Service Technology	12	0	0	0	0	0	0	0	0
Heavy Equipment Mechanics	38	0	0	2	5.3	1	2.5	1	2.5
Industrial Mechanics	14	3	21.4	1	7.1	0	0	2	14.3
Machine Shop	23	2	8.7	0	0	0	0	0	0
Parts Management Technician	15	2	13.3	4	26.7	0	0	1	6.7
Refrigeration and Air Conditioning	10	1	10	0	0	0	0	0	0
Welding	33	3	9.1	2	6.1	0	0	1	3.0
Industrial Training Total	**208**	**15**	**7.2**	**13**	**6.2**	**2**	**0.9**	**9**	**4.3**

GRADUATE STATISTICS (Kelsey Campus)

01-July-01 to 30-June-02

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Technology									
CAD/CAM Engineering Tech.	19	2	10.5	1	5.3	0	0	5	26.3
Computer Systems Technology	30	1	3.3	0	0	0	0	7	23.3
Electronics System Engineering	8	0	0	0	0	0	0	0	0
Electronics Technician	3	0	0	0	0	0	0	0	0
Mechanical Engineering	16	0	0	0	0	0	0	0	0
Power Engineering (1)	15	0	0	0	0	0	0	0	0
Power Engineering (2)	11	1	9.1	1	9.1	0	0	2	18.2
Process Operator	23	1	4.3	1	4.3	0	0	1	4.3
Technology Total	**125**	**5**	**4**	**3**	**2.4**	**0**	**0**	**16**	**12.8**
FULL-TIME EXTENSION									
Chemical Technology									
Early Childhood Development (1)									
Early Childhood Development (2)									
Home Care/Special Care Aide (1)									
Home Care/Special Care Aide (2)									
Home Care/Special Care Aide (3)									
Home Care/Special Care Aide (4)									
Library Technician									
Machine Shop									
Rehabilitation Worker (1)									
Rehabilitation Worker (2)									
Special Care Worker									
Teacher Assistant (1)									
Teacher Assistant (2)									
Youth Care Worker									
Full-Time Extension Total									
PART-TIME EXTENSION									
Early Childhood Education									
Food Service Worker									
Home Care Aide									
Home Care Aide (On-The-Job)									
Home Care Aide (On-The-Job)									
Home Care/Special Care Aide									
Home Care/Special Care (OTJ)									
Rehabilitation Worker									
Special Care Aide									
Special Care Aide (On-The-Job)									

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GRADUATE STATISTICS (Kelsey Campus)

01-July-01 to 30-June-02

Division	Total Grads	Abor Grads	% of Total	Debld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Special Care Aide (On-The-Job)									
Teacher Assistant									
Youth Care Worker									
Part-Time Extension Total									

APPENDIX B2

DESIGNATED STUDENT GROUP PARTICIPATION BY DIVISION/PROGRAM

SIAST Palliser Campus

Applicants
Enrollment
Graduates

APPLICATION STATISTICS (Palliser Campus) **01-July-01 to 30-June-02**

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Business						
Accountancy	1	87	50	3	3	6
Accountancy	2	108	67	3	7	2
Administration	1	72	45	4	4	3
Administration	2	64	34	3	4	5
Computer Information Systems	1	73	16	5	6	6
Computer Information Systems	2	122	27	3	10	4
Financial Services	1	33	19	0	2	0
Financial Services	2	52	24	1	3	2
Human Resource Management	1	34	25	3	1	3
Human Resource Management	2	28	17	1	2	3
Marketing	1	61	24	3	0	1
Marketing	2	69	30	5	2	1
Office Automation/Administration	2	23	23	1	1	0
Office Education	1	55	53	4	0	3
Business Total		**881**	**454**	**39**	**45**	**39**
Community Services						
Professional Cooking	1	35	21	0	0	2
Community Services Total		**35**	**21**	**0**	**0**	**2**
Industrial Training						
Auto Body Technician	1	24	0	2	0	0
Automotive Service Technician	1	36	2	2	1	1
Carpentry	1	38	4	1	1	2
Welding	1	53	3	4	3	4
Industrial Training Total		**151**	**9**	**9**	**5**	**7**
Technology						
Architectural and Building Technology	2	2	0	0	0	0
Architectural Technology	1	74	35	3	4	2
Architectural Technology	2	1	1	0	0	0
Architectural Technology	3	3	1	0	0	0
Computer Aided Design/Drafting	1	38	11	3	4	2
Computer Aided Design/Drafting	2	2	2	0	1	1
Computer Aided Design/Drafting	3	3	0	0	0	1
Computer Engineering	1	41	5	3	1	0
Computer Engineering	2	1	0	0	0	0
Computer Engineering	3	3	0	0	0	1

APPLICATION STATISTICS (Palliser Campus) **01-July-01 to 30-June-02**

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Civil Engineering Technology	1	40	4	4	2	2
Civil Engineering Technology	2	2	0	0	0	0
Electrician	1	78	2	2	2	3
Electrical Engineering	1	47	0	6	4	1
Electrical Engineering	2	3	0	0	0	0
Electrical Engineering	3	1	0	0	1	0
Electronics Engineering	1	39	2	1	2	2
Electronics Engineering	2	8	2	0	0	1
Environmental Engineering	1	46	19	4	1	0
Environmental Engineering	2	3	0	1	0	0
Electronics Service Technician	1	32	1	1	1	3
Electronics Service Technician	2	1	0	0	0	0
Geomatics Technology	1	28	5	1	0	0
Geomatics Technology	3	1	0	0	0	0
Instrumentation Engineering	1	69	4	3	5	2
Instrumentation Engineering	2	5	0	0	0	0
Instrumentation Engineering	3	2	0	1	0	0
Water Resources Engineering	1	43	8	1	0	1
Water Resources Engineering	3	1	0	0	1	0
Water and Wastewater	1	17	2	2	1	0
Technology Total		**630**	**103**	**36**	**30**	**31**
PALLISER APPLICATION TOTAL		**1715**	**588**	**84**	**80**	**69**

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ENROLLMENT STATISTICS (Palliser Campus) **01-July-01 to 30-June-02**

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Business										
Accountancy	2	94	0	**0**	1	**1**	2	**2**	60	**64**
Administration	2	48	3	**6**	0	**0**	2	**4**	31	**65**
Business Year 1	1	308	7	**2**	21	**7**	22	**7**	121	**39**
Computer Information Systems	2	137	5	**4**	6	**4**	6	**4**	30	**22**
Financial Services	2	47	1	**2**	0	**0**	2	**4**	29	**62**
Human Resource Management	2	28	1	**4**	3	**11**	2	**7**	17	**61**
Marketing	2	53	2	**4**	0	**0**	0	**0**	26	**49**
Office Automation/Administration	2	5	0	**0**	1	**20**	0	**0**	5	**100**
Office Education	1	41	1	**2**	2	**5**	1	**2**	40	**98**
Business Total		**761**	**20**	**3**	**34**	**4**	**37**	**5**	**359**	**47**
Community Services										
Professional Cooking	1	29	2	**7**	3	**11**	0	**0**	18	**64**
Community Services Total		**29**	**2**	**7**	**3**	**11**	**0**	**0**	**18**	**64**
Industrial Training										
Auto Body Technician	1	10	0	**0**	0	**0**	1	**10**	0	**0**
Automotive Service Technician	1	24	2	**8**	0	**0**	1	**4**	2	**8**
Carpentry	1	13	1	**8**	0	**0**	0	**0**	3	**23**
Welding	1	24	1	**4**	2	**8**	0	**0**	1	**4**
Industrial Training Total		**71**	**4**	**6**	**2**	**3**	**2**	**3**	**6**	**8**
Technology										
Architectural and Building Technology	1	43	1	**2**	2	**5**	0	**0**	23	**53**
Architectural and Building Technology	2	31	1	**3**	1	**3**	0	**0**	11	**35**
Architectural and Building Technology	3	23	1	**4**	0	**0**	0	**0**	8	**35**
Architectural $ Interior Tech	2	2	0	**0**	0	**0**	0	**0**	2	**100**
Computer Aided Design/Drafting	1	24	0	**0**	1	**4**	1	**4**	5	**21**
Computer Aided Design/Drafting	2	19	0	**0**	1	**5**	1	**5**	2	**11**
Computer Aided Design/Drafting	3	16	0	**0**	1	**6**	1	**6**	4	**25**
Computer Engineering	1	28	1	**4**	0	**0**	0	**0**	2	**7**
Computer Engineering	2	20	1	**5**	4	**20**	0	**0**	1	**5**
Computer Engineering	3	13	1	**8**	2	**15**	0	**0**	0	**0**
Civil Engineering Technology	1	23	2	**9**	0	**0**	1	**4**	1	**4**
Civil Engineering Technology	2	17	0	**0**	0	**0**	0	**0**	0	**0**
Civil Engineering Technology	3	15	1	**7**	0	**0**	0	**0**	4	**27**
Electrician	1	24	1	**4**	1	**4**	0	**0**	3	**13**

ENROLLMENT STATISTICS (Palliser Campus)

01-July-01 to 30-June-02

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Electrical Engineering	1	25	1	**4**	1	**4**	1	**4**	0	**0**
Electrical Engineering	2	15	0	**0**	0	**0**	1	**7**	1	**7**
Electrical Engineering	3	19	0	**0**	2	**11**	3	**16**	1	**5**
Electronics Engineering	1	27	1	**4**	2	**7**	1	**4**	3	**11**
Electronics Engineering	2	18	1	**6**	1	**6**	0	**0**	1	**6**
Electronics Engineering	3	5	0	**0**	0	**0**	0	**0**	0	**0**
Environmental Engineering	1	28	3	**11**	1	**4**	1	**4**	12	**43**
Environmental Engineering	2	20	1	**5**	2	**10**	0	**0**	6	**30**
Environmental Engineering	3	9	0	**0**	0	**0**	0	**0**	3	**33**
Electronics Service Technician	1	28	1	**4**	2	**7**	1	**4**	2	**7**
Electronics Service Technician	2	17	0	**0**	2	**12**	0	**0**	0	**0**
Geomatics Technology	2	9	0	**0**	0	**0**	0	**0**	0	**0**
Geomatics Technology	3	8	0	**0**	0	**0**	0	**0**	0	**0**
Instrumentation Engineering	1	29	2	**17**	0	**0**	0	**0**	1	**3**
Instrumentation Engineering	2	28	2	**7**	1	**4**	0	**0**	2	**7**
Instrumentation Engineering	3	19	1	**5**	0	**0**	0	**0**	2	**11**
Solid Waste Management	1	3	0	**0**	0	**0**	0	**0**	2	**67**
Water Resources Engineering	1	18	0	**0**	1	**6**	0	**0**	4	**22**
Water Resources Engineering	2	11	2	**18**	0	**0**	0	**0**	1	**9**
Water Resources Engineering	3	8	0	**0**	0	**0**	1	**13**	1	**13**
Water and Wastewater	1	40	1	**3**	0	**0**	1	**13**	1	**13**
Technology Total		**682**	**26**	**4**	**28**	**4**	**13**	**2**	**108**	**16**
PALLISER ENROLLMENT TOTAL		**1782**	**110**	**6**	**69**	**4**	**52**	**3**	**635**	**36**

ENROLLMENT STATISTICS (Palliser Campus) **01-July-01 to 30-June-02**

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
EXTENSION										
Business	1	113	29	**26**	1	**1**	0	**0**	78	**69**
Computer Works	1	41	9	**22**	0	**0**	0	**0**	36	**88**
Office Education	1	16	0	**0**	0	**0**	0	**0**	16	**100**
Professional Cooking	1	5	0	**0**	0	**0**	0	**0**	3	**60**
Residential Carpentry	1	4	1	**25**	0	**0**	0	**0**	0	**0**
Short Order Cooking	1	12	6	**50**	0	**0**	0	**0**	2	**17**
Social Housing Supervision	1	9	7	**78**	0	**0**	0	**0**	6	**67**
Welding	1	40	6	**15**	1	**3**	0	**0**	3	**8**
Extension Total		**240**	**58**	**24**	**2**	**1**	**0**	**0**	**144**	**60**
APPRENTICESHIP										
Extension										
Welding	U	1	0	**0**	0	**0**	0	**0**	0	**0**
Motor Vehicle Body Repair	1	2	0	**0**	0	**0**	0	**0**	0	**0**
Extension Total		**3**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Community Services										
Cook	1	15	0	**0**	0	**0**	0	**0**	1	**7**
Cook	2	24	1	**4**	0	**0**	1	**4**	10	**42**
Cook	3	12	1	**8**	0	**0**	0	**0**	6	**50**
Cook	U	10	0	**0**	0	**0**	0	**0**	7	**70**
Community Services Total		**61**	**2**	**3**	**0**	**0**	**1**	**2**	**24**	**39**
Industrial Training										
Automotive Service Technician	0	2	0	**0**	0	**0**	0	**0**	0	**0**
Automotive Service Technician	1	21	1	**5**	0	**0**	1	**5**	0	**0**
Automotive Service Technician	2	13	0	**0**	0	**0**	0	**0**	0	**0**
Automotive Service Technician	3	35	4	**11**	2	**1**	3	**0**	0	**0**
Automotive Service Technician	4	24	1	**4**	0	**0**	0	**0**	0	**0**
Bricklayer	1	7	2	**29**	0	**0**	0	**0**	0	**0**
Bricklayer	2	3	0	**0**	0	**0**	0	**0**	0	**0**
Bricklayer	3	4	0	**0**	0	**0**	0	**0**	0	**0**
Carpenter	0	1	0	**0**	0	**0**	0	**0**	0	**0**
Carpenter	1	21	0	**0**	0	**0**	0	**0**	0	**0**
Carpenter	2	31	10	**32**	0	**0**	0	**0**	4	**13**
Carpenter	3	36	5	**14**	0	**0**	0	**0**	0	**0**
Carpenter	4	44	1	**2**	1	**2**	0	**0**	0	**0**
Carpenter	U	9	0	**0**	1	**11**	0	**0**	0	**0**

ENROLLMENT STATISTICS (Palliser Campus) **01-July-01 to 30-June-02**

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Iron Worker	1	11	1	9	1	9	0	0	0	0
Iron Worker	2	9	0	0	0	0	0	0	0	0
Iron Worker	3	12	1	8	0	0	1	8	0	0
Motor Vehicle Body Repairer	1	12	0	0	1	8	0	0	0	0
Motor Vehicle Body Repairer	2	9	1	11	0	0	0	0	1	11
Motor Vehicle Body Repairer	4	14	0	0	0	0	0	0	0	0
Welding	0	7	1	14	0	0	0	0	1	14
Welding	1	32	0	0	1	3	0	0	1	3
Welding	2	32	0	0	1	3	0	0	1	3
Welding	3	71	3	4	0	0	0	0	1	1
Industrial Training Total		**460**	**31**	**7**	**8**	**2**	**1**	**0.2**	**9**	**2**
Technology										
Electrician	1	93	2	2	1	1	0	0	0	0
Electrician	2	94	2	2	0	0	0	0	1	1
Electrician	3	159	3	2	0	0	1	1	4	3
Electrician	4	132	9	7	1	1	0	0	0	0
Electronics Service Technician	4	1	0	0	0	0	0	0	0	0
Industrial Instrument Mechanic	0	1	0	0	0	0	0	0	0	0
Industrial Instrument Mechanic	1	17	0	0	0	0	0	0	0	0
Industrial Instrument Mechanic	2	9	0	0	0	0	0	0	0	0
Industrial Instrument Mechanic	3	14	0	0	0	0	0	0	0	0
Industrial Instrument Mechanic	4	7	0	0	0	0	1	14	0	0
Technology Total		**527**	**16**	**3**	**2**	**0.3**	**2**	**0.3**	**5**	**1**
APPRENTICESHIP TOTAL		**1051**	**49**	**5**	**10**	**1**	**4**	**0.3**	**38**	**4**

ADULT BASIC EDUCATION

ABE 5 - 10	0	41	13	32	3	7	1	2	27	66
ABE 5 - 10	1	62	11	18	2	3	1	2	33	53
ABE 12	1	98	16	16	14	14	5	5	50	51
GED Preparation	0	2	0	0	0	0	0	0	2	100
GED Preparation	1	6	1	17	1	17	1	17	0	0
Literacy	1	26	4	15	4	15	2	8	13	50
Adult Basic Education Total		**235**	**45**	**19**	**24**	**10**	**10**	**4**	**125**	**53**

GRADUATE STATISTICS (Palliser Campus) **01-July-01 to 30-June-02**

Division	Total Grads	Abor Grads	% of Total	Debid Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Business									
Accountancy (1)	27	0	**0**	0	**0**	1	**3.7**	17	**63**
Accountancy (2)	19	0	**0**	0	**0**	0	**0**	12	**63.2**
Administration (1)	21	1	**4.8**	0	**0**	0	**0**	17	**81**
Administration (2)	3	0	**0**	0	**0**	0	**0**	2	**66.7**
Business	4	0	**0**	1	**25**	0	**0**	2	**50**
Computer Information Systems (1)	36	1	**2.8**	0	**0**	0	**0**	8	**22.2**
Computer Information Systems (2)	29	0	**0**	1	**3.4**	2	**6.9**	10	**34.5**
Financial Services	42	1	**2.4**	0	**0**	2	**4.8**	25	**59.5**
Human Resource Management (1)	14	2	**14.3**	0	**0**	0	**0**	9	**64**
Human Resource Management (2)	2	0	**0**	0	**0**	0	**0**	1	**50**
Marketing (1)	35	2	**5.7**	0	**0**	0	**0**	21	**60**
Marketing (2)	2	0	**0**	0	**0**	0	**0**	1	**50**
Office Automation/Administration	17	2	**11**	8	**0**	1	**5.9**	16	**94.1**
Office Education	27	1	**3.7**	0	**0**	1	**3.7**	27	**100**
Business Total	**278**	**10**	**3.6**	**2**	**0.1**	**7**	**2.5**	**168**	**60.4**
Community Services									
Professional Cooking	23	1	**4.3**	2	**8.7**	1	**4.3**	16	**69.6**
Community Services Total	**23**	**1**	**4.3**	**2**	**8.7**	**1**	**4.3**	**16**	**69.6**
Industrial Training									
Auto Body Technician	6	0	**0**	0	**0**	0	**0**	0	**0**
Automotive Service Technician	21	2	**9.5**	0	**0**	1	**4.8**	1	**4.8**
Carpentry	11	0	**0**	0	**0**	0	**0**	2	**18.2**
Welding	22	1	**4.5**	1	**4.5**	0	**0**	1	**4.5**
Industrial Training Total	**60**	**3**	**5**	**1**	**1.6**	**1**	**1.6**	**4**	**6.6**
Technology									
Architectural & Building Technology	21	0	**0**	0	**0**	0	**0**	7	**33.3**
Computer Aided Design/Drafting	12	0	**0**	0	**0**	0	**0**	2	**16.7**
Computer Engineering	11	1	**9.1**	2	**18.2**	0	**0**	0	**0**
Civil Engineering Technology	13	1	**7.7**	0	**0**	0	**0**	3	**23.1**
Electrician	23	1	**4.3**	1	**4.3**	0	**0**	3	**13.0**
Electrical Engineering	14	0	**0**	2	**14.3**	2	**14.3**	1	**7.3**
Electronics Engineering	5	0	**0**	0	**0**	0	**0**	0	**0**
Electronic Service Technician	16	0	**0**	2	**12.5**	0	**0**	0	**0**
Environmental Engineering	8	0	**0**	0	**0**	0	**0**	3	**37.5**

GRADUATE STATISTICS (Palliser Campus) **01-July-01 to 30-June-02**

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Geomatics Technology	7	0	**0**	0	**0**	0	**0**	0	**0**
Instrumentation Engineering	15	1	**6.7**	0	**0**	0	**0**	1	**6.7**
Water Resources Engineering	7	0	**0**	0	**0**	0	**0**	1	**14.3**
Technology Total	**152**	**4**	**2.6**	**7**	**4.6**	**2**	**1.3**	**21**	**13.8**
FULL-TIME EXTENSION									
Accounting Certificate Program	19	0	**0**	0	**0**	0	**0**	17	**89.5**
Business	25	2	**8**	1	**4**	0	**0**	20	**80**
Computer Works	41	2	**4.9**	0	**0**	1	**2.4**	37	**90.2**
Dispute Resolution	2	0	**0**	0	**0**	0	**0**	0	**0**
Human Resources (1)	6	1	**16.7**	0	**0**	0	**0**	5	**83.3**
Human Resources (2)	9	0	**0**	0	**0**	0	**0**	6	**66.7**
Office Automation/Admin	9	7	**77.8**	0	**0**	0	**0**	6	**66.7**
Office Education	9	0	**0**	0	**0**	0	**0**	8	**88.9**
Professional Cooking	5	0	**0**	0	**0**	0	**0**	3	**60**
Short Order Cooking (1)	5	0	**0**	0	**0**	1	**20**	2	**40**
Short Order Cooking (2)	7	1	**14.3**	0	**0**	0	**0**	4	**57.1**
Social Housing Supervision	7	5	**71.4**	0	**0**	0	**0**	4	**57.1**
Water Resources Technician	20	0	**0**	0	**0**	0	**0**	3	**15**
Welding	20	1	**5**	0	**0**	0	**0**	2	**10**
Extension (Full-time) Total	**184**	**19**	**10.3**	**1**	**0.5**	**2**	**1**	**115**	**62.5**
PALLISER GRADUATE TOTAL	**697**	**36**	**5.2**	**13**	**1.8**	**13**	**1.8**	**324**	**46.5**

APPENDIX B3

DESIGNATED STUDENT GROUP PARTICIPATION BY DIVISION/PROGRAM

SIAST Wascana Campus

- Applicants
- Enrollment
- Graduates

APPLICATION STATISTICS (Wascana Campus) 01-July-01 to 30-June-02

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Agriculture						
Unclassified		1	0	0	0	0
Agriculture Production	1	2	0	0	0	0
Beef Management	1	11	2	1	0	0
Farm Business Management	1	6	2	0	1	0
Farm Mechanics	1	9	0	0	0	0
Agricultural Total		**29**	**4**	**1**	**1**	**0**
Business						
Office Education	1	279	261	46	17	18
Business Total		**279**	**261**	**46**	**17**	**18**
Community Services						
Applied Photography	1	54	36	2	3	3
Early Childhood Education	1	86	82	12	0	2
Early Childhood Education	2	27	27	2	1	3
Graphic Arts Production	1	59	38	4	1	3
New Media Communications	1	57	14	2	1	2
Community Services Total		**283**	**197**	**22**	**6**	**13**
Health Sciences						
Dental Assisting	1	131	127	10	3	2
Dental Hygiene	1	155	151	7	5	2
Emergency Medical Technician	1	19	9	4	0	0
EMT Advanced	1	59	16	4	1	1
EMT Paramedic	1	44	16	1	2	0
Health Information Services	1	49	44	2	3	2
Health Information Services	2	1	1	0	0	0
Intra-Oral Module	0	2	2	0	0	0
Occupational/Physical Therapist Asst.	1	62	54	3	2	2
Primary Care Paramedic	1	330	140	21	10	4
Health Sciences Total		**852**	**560**	**52**	**26**	**13**
Industrial Training						
Auto Body Technician	1	48	1	15	1	0
Automotive Service Technician	1	75	9	18	1	5
Machine Shop	1	51	1	4	1	5
Outdoor Power Equipment	1	40	1	4	0	1
Welding	1	92	7	16	4	6
Industrial Training Total		**306**	**19**	**57**	**7**	**17**

APPLICATION STATISTICS (Wascana Campus) **01-July-01 to 30-June-02**

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Nursing						
Basic Critical Care Nursing	1	41	39	1	1	0
Gerontological Nursing	1	3	3	0	0	0
Nursing Re-entry	1	41	41	0	2	3
Nursing	1	326	299	23	12	7
Nursing	2	4	4	0	0	1
Operating Room Nursing & Tech/LPN	1	7	6	0	1	0
Operating Room Nursing & Tech/RN	1	19	19	1	0	0
Primary Care Nurse Practitioner	1	25	20	2	2	0
Practical Nursing	1	181	165	15	15	6
Practical Nurse Re-entry	1	26	23	2	0	0
Psychiatric Nursing Re-entry	1	14	13	0	0	1
Nursing Total		**687**	**632**	**44**	**33**	**18**
Technology						
Building Systems Technician	1	35	0	3	0	8
Electronic Communications Technician	1	38	1	4	4	3
Technology Total		**73**	**1**	**7**	**4**	**11**
WASCANA APPLICATION TOTAL		**2606**	**1764**	**252**	**98**	**94**

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ENROLLMENT STATISTICS (Wascana Campus) 01-July-01 to 30-June-02

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Agriculture										
Agriculture Production	1	2	0	**0**	0	**0**	0	**0**	0	**0**
Beef Management	1	7	0	**0**	0	**0**	0	**0**	2	**29**
Farm Business Management	1	9	0	**0**	0	**0**	1	**11**	3	**33**
Farm Mechanics	1	12	0	**0**	0	**0**	0	**0**	0	**0**
Agriculture Total		**30**	**0**	**0**	**0**	**0**	**1**	**3**	**5**	**17**
Business										
Office Education	1	276	49	**18**	18	**7**	15	**5**	261	**95**
Business Total		**276**	**49**	**18**	**18**	**7**	**15**	**5**	**261**	**95**
Community Services										
Applied Photography	1	28	5	**18**	3	**11**	0	**0**	21	**75**
Early Childhood Education	1	30	2	**7**	4	**13**	1	**3**	30	**100**
Early Childhood Education	2	22	2	**9**	2	**9**	0	**0**	22	**100**
Graphics Arts Production	1	29	2	**7**	2	**7**	0	**0**	23	**79**
New Media Communications	1	37	0	**0**	2	**5**	1	**3**	16	**43**
Community Services Total		**146**	**11**	**8**	**13**	**9**	**2**	**1**	**112**	**77**
Health Sciences										
Dental Assisting	1	61	3	**5**	2	**3**	0	**0**	60	**60**
Dental Hygiene	1	26	3	**12**	1	**4**	1	**4**	26	**100**
Dental Hygiene	2	24	4	**17**	1	**4**	2	**8**	22	**92**
Emergency Medical Technician	0	132	9	**7**	3	**2**	2	**2**	63	**48**
EMT Advanced	1	49	2	**4**	1	**2**	1	**2**	15	**31**
EMT Paramedic	1	31	0	**0**	2	**6**	0	**0**	10	**32**
Health Information Services	1	27	1	**4**	4	**15**	2	**7**	26	**96**
Health Information Services	2	11	0	**0**	0	**0**	0	**0**	11	**100**
Intra-Oral Module	0	2	0	**0**	0	**0**	0	**0**	2	**100**
Occupational/Physical Therapy Assist	1	18	0	**0**	1	**6**	0	**0**	18	**100**
Health Sciences Total		**381**	**22**	**6**	**15**	**4**	**8**	**2**	**253**	**68**
Industrial Training										
Autobody Technician	1	46	9	**20**	1	**2**	0	**0**	0	**0**
Automotive Service Technician	1	49	11	**22**	8	**15**	2	**4**	6	**12**
Machine Shop	1	39	2	**5**	5	**13**	0	**0**	0	**0**
Outdoor Power Equipment	1	32	2	**6**	2	**6**	0	**0**	0	**0**
Welding	1	54	6	**11**	2	**4**	2	**4**	8	**15**
Industrial Training Total		**220**	**30**	**14**	**18**	**8**	**4**	**2**	**14**	**6**

ENROLLMENT STATISTICS (Wascana Campus) **01-July-01 to 30-June-02**

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Nursing										
Advanced Clinical Nursing	1	3	0	0	0	0	0	0	3	100
Basic Critical Care Nursing	1	38	1	3	0	0	1	3	36	95
Nursing Re-entry	1	18	1	6	0	0	0	0	18	100
Nursing	1	106	11	10	1	1	4	4	98	92
Nursing	2	118	11	9	4	3	3	3	107	91
Nursing	3	2	0	0	0	0	1	50	2	100
Operating Room Nursing & Tech/LPN	1	1	0	0	0	0	0	0	0	0
Operating Room Nursing & Tech/RN	1	13	0	0	0	0	0	0	12	92
Practical Nursing	1	115	4	3	5	4	8	7	111	97
Practical Nursing Re-entry	1	20	0	0	0	0	0	0	19	95
Psychiatric Nursing Re-entry	1	7	0	0	0	0	0	0	5	71
Nursing Total		**441**	**28**	**6**	**10**	**2**	**17**	**4**	**411**	**93**
Technology										
Building Systems Operator	1	1	0	0	1	100	0	0	0	0
Building Systems Technician	1	37	5	14	11	30	0	0	0	0
Electronics Communications Tech	1	64	5	8	7	11	4	6	3	5
Technology Total		**102**	**10**	**10**	**19**	**19**	**4**	**4**	**3**	**3**
EXTENSION										
Emergency Medical Technician	0	7	0	0	0	0	0	0	7	100
Emergency Services Communicator	1	56	7	13	1	2	0	0	26	46
Equine Studies	1	9	1	11	1	11	0	0	8	89
Health Information Services	1	5	1	20	0	0	0	0	5	100
Office Education	1	58	0	0	0	0	0	0	58	100
Operating Room Nursing & Tech/LPN	1	2	0	0	0	0	0	0	2	100
Operating Room Nursing & Tech/RN	1	8	1	13	0	0	0	0	8	100
Practical Nursing	1	180	52	29	6	3	2	1	173	96
Teleservice Customer Representative	0	11	6	55	8	73	1	9	6	55
Extension Total		**336**	**68**	**20**	**16**	**5**	**3**	**1**	**293**	**87**
WASCANA ENROLLMENT TOTAL		**1932**	**218**	**11**	**109**	**6**	**54**	**3**	**1352**	**70**

ENROLLMENT STATISTICS (Wascana Campus) **01-July-01 to 30-June-02**

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total

APPRENTICESHIP

Agriculture										
Pork Production Technician	1	18	0	**0**	0	**0**	0	**0**	12	**67**
Pork Production Technician	2	10	0	**0**	0	**0**	0	**0**	6	**60**
Agriculture Total		**28**	0	**0**	**0**	**0**	**0**	**0**	**18**	**64**
Industrial Training										
Automotive Service Education	2	9	0	**0**	0	**0**	1	**11**	0	**0**
Automotive Service Education	3	9	0	**0**	0	**0**	1	**11**	0	**0**
Automotive Service Education	4	9	0	**0**	0	**0**	1	**11**	0	**0**
Welding	U	13	3	**23**	1	**8**	0	**0**	0	**0**
Industrial Training Total		**40**	3	**8**	**1**	**3**	**3**	**8**	**0**	**0**
APPRENTICESHIP TOTAL		**68**	3	**4**	**1**	**1**	**3**	**4**	**18**	**26**

ADULT BASIC EDUCATION

ABE 5 - 10	1	248	132	**53**	45	**18**	6	**2**	139	**56**
Adult 12	1	309	86	**28**	53	**17**	17	**6**	191	**62**
Employability/Life Skills	1	29	14	**48**	2	**7**	2	**7**	22	**76**
English Language Training	1	109	0	**0**	1	**1**	36	**33**	52	**48**
Literacy	1	106	28	**26**	25	**24**	18	**17**	58	**55**
Workplace Training	1	57	27	**47**	11	**19**	1	**2**	40	**70**
Basic Education Total		**858**	287	**33**	**137**	**16**	**80**	**9**	**502**	**59**

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GRADUATE STATISTICS (Wascana Campus)

01-July-01 to 30-June-02

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Agriculture									
Beef Management	7	0	0	0	0	0	0	2	28.6
Farm Business Management	6	0	0	0	0	1	16.7	2	33.3
Farm Mechanics	3	0	0	0	0	0	0	0	0
Agriculture Total	**16**	**0**	**0**	**0**	**0**	**1**	**6.2**	**4**	**25**
Business									
Administrative Office Assistant	3	0	0	0	0	0	0	3	100
Computerized Office Assistant	5	0	0	2	40	0	0	5	100
Legal Office Assistant	2	0	0	0	0	0	0	2	100
Medical Office Assistant	3	1	33.3	0	0	0	0	3	100
Office Education	87	6	6.9	4	4.6	4	4.6	85	97.7
Business Total	**100**	**7**	**7**	**6**	**6**	**4**	**4**	**98**	**98**
Community Services									
Applied Photography	6	2	33.3	0	0	0	0	5	83.3
Early Childhood Education (1)	24	2	8.3	1	4.2	1	4.2	24	100
Early Childhood Education (2)	23	2	8.7	4	17.4	0	0	23	100
Graphic Arts Production	9	1	11.1	1	11.1	0	0	8	88.9
New Media Communications	24	0	0	2	8.3	1	4.2	9	37.5
Community Services Total	**86**	**7**	**8.1**	**8**	**9.3**	**2**	**2.3**	**69**	**80.2**
Health and Science									
Dental Assisting	53	1	1.9	1	1.9	0	0	52	98.1
Dental Hygiene	24	4	16.7	1	4.2	2	8.3	22	91.7
EMT Advanced	28	0	0	2	7.1	0	0	10	35.7
EMT Paramedic	14	0	0	0	0	0	0	3	21.4
Emergency Medical Technician	84	4	4.8	1	1.2	0	0	34	40.5
Health Information Services (1)	3	0	0	0	0	0	0	2	66.7
Health Information Services (2)	10	0	0	0	0	0	0	10	100
Occupational/Physical Therapy Assist	15	0	0	1	6.7	0	0	15	100
Health and Science Total	**231**	**9**	**3.9**	**6**	**2.6**	**2**	**.1**	**148**	**64**
Industrial									
Autobody Technician	19	2	10.5	0	0	0	0	0	0
Automotive Service Technician	19	1	5.3	2	10.5	0	0	2	10.5
Machine Shop	15	1	6.7	2	13.3	0	0	0	0

GRADUATE STATISTICS (Wascana Campus) 01-July-01 to 30-June-02

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Outdoor Power Equip. (Lawn/Garden)	2	0	**0**	0	**0**	0	**0**	0	**0**
Outdoor Power Equip. (Marine Tech.)	6	0	**0**	0	**0**	0	**0**	0	**0**
Outdoor Power Equip. (Motorcycle)	1	0	**0**	0	**0**	0	**0**	0	**0**
Outdoor Power Equip. (Snowmobile)	13	0	**0**	0	**0**	0	**0**	0	**0**
Welding	26	3	**11.5**	1	**3.8**	1	**3.8**	3	**11.5**
Industrial Total	**101**	**7**	**6.9**	**5**	**4.9**	**1**	**0.9**	**5**	**4.9**
Nursing									
Advanced Clinical Nursing	3	0	**0**	0	**0**	0	**0**	3	**100**
Basic Critical Care Nursing 1	36	1	**2.8**	0	**0**	1	**2.8**	33	**91.7**
Basic Critical Nursing 2	3	0	**0**	0	**0**	0	**0**	3	**100**
Nursing	2	0	**0**	0	**0**	1	**50**	2	**100**
Operating Room Nursing & Tech/LPN	4	0	**0**	0	**0**	0	**0**	4	**100**
Operating Room Nursing & Tech/RN	6	0	**0**	0	**0**	0	**0**	6	**100**
Practical Nursing	54	2	**3.7**	3	**5.6**	3	**5.6**	53	**98.1**
Nursing Total	**108**	**3**	**2.7**	**3**	**2.7**	**5**	**4.6**	**104**	**96.2**
Technology									
Building Systems Technician	9	0	**0**	3	**33.3**	0	**0**	0	**0**
Electronic Communications Tech	23	2	**8.7**	3	**13**	1	**4.3**	2	**8.7**
Technology Total	**32**	**2**	**6.2**	**6**	**18.7**	**1**	**3.1**	**2**	**6.2**
FULL-TIME EXTENSION									
Emergency Medical Technician	40	3	**7.5**	0	**0**	0	**0**	20	**50**
Emergency Service Communicator	4	0	**0**	0	**0**	0	**0**	4	**100**
Medical Office Assistant	1	0	**0**	0	**0**	0	**0**	1	**100**
Office Education	15	0	**0**	0	**0**	0	**0**	15	**100**
Operating Room Nursing & Tech/LPN	2	0	**0**	0	**0**	0	**0**	2	**100**
Operating Room Nursing & Tech/RN 1	7	1	**14.3**	0	**0**	0	**0**	7	**100**
Operating Room Nursing & Tech/RN 2	1	0	**0**	0	**0**	0	**0**	1	**100**
Practical Nursing	86	18	**20.9**	2	**2.3**	0	**0**	81	**94.2**
Teleservice Customer Rep.	9	4	**44.4**	4	**44.4**	0	**0**	7	**77.8**
Extension (Full-time) Total	**165**	**26**	**15.8**	**6**	**3.6**	**0**	**0**	**138**	**83.6**
WASCANA GRADUATE TOTAL	**839**	**61**	**7.3**	**40**	**4.8**	**16**	**1.9**	**568**	**67.7**

APPENDIX B4

DESIGNATED STUDENT GROUP PARTICIPATION BY DIVISION/PROGRAM

SIAST Woodland Campus

Applicants
Enrollment
Graduates

APPLICATION STATISTICS (Woodland Campus) **01-July-01 to 30-June-02**

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Business						
Business	1	53	34	30	0	0
Entrepreneurship and Small Business	1	43	18	25	0	1
Helpdesk/Network Operations	1	36	16	20	0	2
Office Education	1	102	102	63	0	6
Business Total		**234**	**169**	**138**	**0**	**9**
Community Services						
Barer Stylist	1	2	1	1	0	0
Chemical Dependency Worker	1	43	29	22	2	3
Chemical Dependency Worker	2	2	0	1	0	0
Ceramic Foundations	1	6	6	1	0	0
Cosmetologist Pre-Employment	1	45	44	25	0	3
Corrections Worker	1	105	58	48	3	6
Early Childhood Education	1	69	67	39	1	0
Early Childhood Education	2	6	6	2	0	0
Ecotourism	1	33	13	17	0	4
Institutional Cooking	1	28	14	26	1	3
Media Arts Production	1	43	20	18	1	3
Media Arts Production	2	5	2	1	0	0
Managing a Craft Business	1	2	2	0	0	0
New Media Communications	1	10	3	4	0	1
Professional Cooking	1	66	33	44	1	4
Short Order Cooking	1	17	7	16	0	2
Community Services Total		**482**	**305**	**265**	**9**	**29**
Health Sciences						
Home Care/Special Care Aide	1	70	66	42	4	4
Health Sciences Total		**70**	**66**	**42**	**4**	**4**
Industrial Training						
Carpentry	1	27	2	16	0	0
Carpenter Pre-Employment	1	17	2	13	0	0
Outdoor Power Equipment	1	36	1	20	0	5
Truck & Transport Mechanical Repair	1	9	1	5	0	3
Welding	1	22	1	12	0	2
Welding	2	1	0	1	0	0
Welder Pre-Employment	1	25	0	17	0	2
Industrial Training Total		**137**	**7**	**84**	**0**	**12**

APPLICATION STATISTICS (Woodland Campus) **01-July-01 to 30-June-02**

Division	Student Type	App By Division	Women Apps	Aborig Apps	Vis Min Apps	Dsbld Apps
Technology						
Electrician	1	104	3	29	2	4
Forest Ecosystem Technology	1	31	9	10	0	2
GIS for Resource Management	1	15	8	2	0	0
GIS for Resource Management	2	1	0	1	0	0
Integrated Resource Management Dip.	1	91	27	24	0	7
Micro-Electronics Technician	1	21	2	9	1	1
Technology Total		**263**	**49**	**75**	**3**	**14**
EXTENSION						
Electrician	1	1	0	1	0	0
Esthetician	1	12	11	8	0	0
Home Care/Special Care Aide	1	16	15	1	0	0
Home Care/Special Care OTJ	1	15	15	0	0	0
Institutional Cooking	1	1	0	1	0	0
Office Education	1	2	1	2	0	0
Professional Cooking	1	1	0	0	0	0
Short Order Cooking	1	1	1	1	0	0
Welder: Pre-employment	1	9	0	6	0	0
Extension Total		**58**	**43**	**20**	**0**	**0**
WOODLAND APPLICATION TOTAL		**1,244**	**639**	**620**	**16**	**70**

ENROLLMENT STATISTICS (Woodland Campus) 01-July-01 to 30-June-02

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Business										
Business	0	1	1	**100**	0	**0**	0	**0**	1	**100**
Business	1	38	21	**55**	2	**5**	0	**0**	18	**47**
Busniness Planning	1	1	1	**100**	0	**0**	0	**0**	1	**100**
Entrepreneurship and Small Business	1	26	12	**46**	1	**4**	0	**0**	15	**58**
Helpdesk/Network Operations	0	1	0	**0**	0	**0**	0	**0**	1	**100**
Helpdesk/Network Operations	1	10	4	**40**	1	**10**	0	**0**	6	**60**
Office Education	0	1	0	**0**	0	**0**	0	**0**	1	**100**
Office Education	1	85	44	**52**	7	**8**	2	**2**	82	**96**
Business Total		**163**	**83**	**51**	**11**	**7**	**2**	**1**	**125**	**77**
Health Sciences										
Home Care/Special Care Aide	1	27	13	**48**	2	**7**	0	**0**	24	**89**
Health Sciences Total		27	13	**48**	2	**7**	0	**0**	24	**89**
Community Services										
Advanced Ceramics	2	4	1	**25**	0	**0**	0	**0**	2	**50**
Barber Stylist	1	1	0	**0**	0	**0**	0	**0**	0	**0**
Chemical Dependency Worker	1	31	9	**29**	6	**19**	0	**0**	18	**58**
Chemical Dependency Worker	2	11	3	**27**	1	**9**	0	**0**	8	**73**
Ceramic Foundations	1	6	0	**0**	0	**0**	0	**0**	6	**100**
Ceramic Sculpture	1	1	0	**0**	0	**0**	0	**0**	1	**100**
Ceramic Sculpture	2	3	1	**33**	1	**33**	0	**0**	2	**67**
Cosmetologist: Pre-employment	1	46	28	**61**	1	**2**	0	**0**	46	**100**
Corrections Worker	1	79	33	**42**	1	**1**	0	**0**	36	**46**
Early Childhood Education	1	30	17	**57**	2	**7**	1	**3**	30	**100**
Early Childhood Education	2	6	2	**33**	0	**0**	1	**17**	6	**100**
Ecotourism	1	7	5	**71**	0	**0**	0	**0**	2	**29**
Institutional Cooking	1	11	9	**82**	1	**9**	1	**9**	7	**64**
Media Arts Production	1	28	11	**39**	1	**4**	0	**0**	9	**32**
Media Arts Production	2	5	4	**80**	1	**20**	0	**0**	0	**0**
Managing a Craft Business	1	1	0	**0**	0	**0**	0	**0**	1	**100**
Managing a Craft Business	2	6	2	**33**	2	**33**	0	**0**	2	**33**
New Media Communications	1	16	3	**19**	2	**13**	0	**0**	11	**69**
Professional Cooking	1	45	27	**60**	4	**9**	2	**4**	25	**56**
Short Order Cooking	1	4	4	**100**	1	**25**	0	**0**	2	**50**
Community Services Total		**341**	**159**	**47**	**24**	**7**	**5**	**1**	**214**	**63**

ENROLLMENT STATISTICS (Woodland Campus)

01-July-01 to 30-June-02

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Industrial Training										
Carpenter: Pre-employment	1	16	13	**81**	0	**0**	0	**0**	2	**13**
Outdoor Power Equipment	1	24	10	**42**	2	**8**	0	**0**	1	**4**
Truck & Transport Mechanical Repair	1	9	3	**33**	1	**11**	0	**0**	0	**0**
Welder: Pre-employment	1	36	22	**61**	3	**8**	0	**0**	0	**0**
Industrial Training Total		**85**	**48**	**56**	**6**	**7**	**0**	**0**	**3**	**4**
Technology										
Electrician	1	42	15	**36**	1	**2**	1	**2**	0	**0**
Forest Ecosystem Technology	1	30	12	**40**	0	**0**	1	**3**	5	**17**
GIS for Resource Management	1	15	4	**27**	0	**0**	0	**0**	7	**47**
Integrated Resource Management	0	1	1	**100**	0	**0**	0	**0**	0	**0**
Integrated Resource Management Dip	1	44	9	**20**	4	**9**	0	**0**	14	**32**
Integrated Resource Management Dip	2	17	3	**18**	1	**6**	0	**0**	8	**47**
Micro-Electronics Technician	1	32	7	**22**	3	**9**	1	**3**	6	**19**
Technology Total		**181**	**51**	**28**	**9**	**5**	**3**	**2**	**40**	**22**
WOODLAND CAMPUS TOTAL		**1262**	**498**	**39**	**57**	**5**	**10**	**1**	**600**	**48**

APPRENTICESHIP

Extension										
Carpenter	1	32	6	**19**	0	**0**	0	**0**	1	**3**
Carpenter	2	9	6	**67**	0	**0**	0	**0**	0	**0**
Carpenter	4	11	8	**73**	0	**0**	0	**0**	1	**9**
Roofer	1	20	1	**5**	0	**0**	0	**0**	1	**5**
Roofer	2	7	2	**29**	0	**0**	0	**0**	0	**0**
Roofer	3	8	0	**0**	0	**0**	0	**0**	0	**0**
Roofer	**U**	5	0	**0**	0	**0**	0	**0**	0	**0**
Extension Total		**92**	**23**	**25**	**0**	**0**	**0**	**0**	**3**	**3.2**
Extension Kelsey										
Food and Beverage Service	1	10	8	**80**	0	**0**	0	**0**	6	**60**
Extension (Kelsey) Total		10	8	**80**	0	**0**	0	**0**	6	**60**
Community Services										
Cook	2	11	3	**27**	0	**0**	0	**0**	9	**82**
Community Services Total										
Industrial Training										
Carpenter	1	22	3	**14**	0	**0**	0	**0**	0	**0**
Carpenter	2	35	4	**11**	0	**0**	0	**0**	0	**0**

Carpenter	3	24	3	**13**	0	**0**	0	**0**	1	**4**
Carpenter	4	22	4	**18**	0	**0**	0	**0**	0	**0**
Carpenter	U	21	5	**24**	0	**0**	0	**0**	0	**0**
Truck & Transport Mechanical Repair	1	8	0	**0**	0	**0**	0	**0**	0	**0**
Truck & Transport Mechanical Repair	2	10	1	**10**	1	**10**	0	**0**	0	**0**
Truck & Transport Mechanical Repair	3	13	0	**0**	0	**0**	0	**0**	0	**0**
Truck & Transport Mechanical Repair	4	14	1	**7**	0	**0**	0	**0**	0	**0**
Industrial Training Total		**169**	**21**	**12.4**	**1**	**0.5**	**0**	**0**	**1**	**0.5**

ENROLLMENT STATISTICS (Woodland Campus) **01-July-01 to 30-June-02**

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
Technology										
Electrician	1	24	2	**8**	0	**0**	0	**0**	0	**0**
Electrician	2	35	3	**9**	0	**0**	0	**0**	2	**6**
Technology Total		**59**	**5**	**8.4**	**0**	**0**	**0**	**0**	**2**	**3.4**
WOODLAND APPRENTICESHIP TOTAL		**341**	**60**	**18**	**1**	**0**	**0**	**0**	**21**	**6**

EXTENSION

Woodland										
Basic Computer Applications	1	8	3	**38**	0	**0**	0	**0**	6	**75**
Business Planning	1	39	17	**44**	0	**0**	0	**0**	17	**44**
Ceramics Sculpture	1	1	0	**0**	0	**0**	0	**0**	1	**100**
Class 5 Driving Instructor	1	12	0	**0**	1	**8**	0	**0**	1	**8**
Driver Training: 1A Comb. Vehicle	0	4	0	**0**	0	**0**	0	**0**	1	**25**
Driver Training 1A Comb Vehicle	1	40	16	**40**	0	**0**	0	**0**	1	**3**
Ecotourism	1	12	8	**67**	0	**0**	0	**0**	3	**25**
Economic Development Officer	1	3	0	**0**	0	**0**	0	**0**	2	**67**
Electrician	1	20	1	**5**	0	**0**	0	**0**	0	**0**
Entrepreneurship & Small Business	1	10	2	**20**	0	**0**	0	**0**	5	**50**
Esthetician	1	6	1	**17**	0	**0**	0	**0**	6	**100**
GIS for Resource Management	1	1	0	**0**	0	**0**	0	**0**	1	**100**
Home Care/Special Care Aide	1	93	21	**23**	1	**1**	0	**0**	84	**90**
Home Care/Special Care OTJ	1	17	0	**0**	0	**0**	0	**0**	14	**82**
Heavy Equipment Operator	0	31	8	**26**	0	**0**	0	**0**	2	**6**
Heavy Equipment Operator	1	34	6	**18**	1	**3**	0	**0**	2	**6**
Institutional Cooking	1	29	15	**52**	0	**0**	0	**0**	17	**59**
Office Education	1	27	16	**59**	0	**0**	0	**0**	21	**78**
Professional Cooking	1	6	5	**83**	0	**0**	0	**0**	3	**50**
Short Order Cooking	1	3	0	**0**	0	**0**	0	**0**	0	**0**
Underground Miner Core	1	7	7	**100**	0	**0**	0	**0**	1	**14**
Welder Pre-Employment	1	26	9	**35**	1	**4**	0	**0**	0	**0**
Woodland Extension Total		**429**	**135**	**31**	**4**	**1**	**0**	**0**	**188**	**44**
Kelsey										
Automotive Service Technician	1	9	3	**33**	0	**0**	0	**0**	0	**0**
Heavy Equipment Mechanics	1	10	5	**50**	0	**0**	0	**0**	1	**10**
Plumbing	0	8	1	**13**	0	**0**	0	**0**	0	**0**
Tourism Management	2	8	0	**0**	1	**13**	0	**0**	5	**63**
Kelsey Extension Total		**35**	**9**	**26**	**1**	**3**	**0**	**0**	**6**	**17**
EXTENSION TOTAL		**464**	**144**	**31**	**5**	**1**	**0**	**0**	**196**	**42.2**

ENROLLMENT STATISTICS (Woodland Campus)

01-July-01 to 30-June-02

Division	Stu Type	Total Enroll	Abor Enroll	% of Total	Dsbld Enroll	% of Total	VM Enroll	% of Total	Wom Enroll	% of Total
ADULT BASIC EDUCATION										
ABE 5 - 10	1	185	166	**90**	1	**1**	1	**1**	107	**58**
Adult 12	1	173	142	**82**	9	**5**	1	**1**	131	**76**
Employability/Life Skills	0	25	21	**84**	1	**4**	0	**0**	17	**68**
GED Preparation	0	40	37	**93**	1	**3**	0	**0**	28	**70**
ADULT BASIC EDUCATION TOTAL		**423**	**366**	**87**	**12**	**3**	**2**	**1**	**283**	**67**

GRADUATE STATISTICS (Woodland Campus) **01-July-01 to 30-June-02**

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Business									
Accounting Clerk	4	0	**0**	0	**0**	0	**0**	4	**100**
Basic Computer Applications	2	1	**50**	0	**0**	0	**0**	2	**100**
Business	20	7	**35**	2	**10**	0	**0**	11	**55**
Business Planning	2	1	**50**	0	**0**	0	**0**	1	**50**
Computer Clerk	6	3	**50**	1	**16**	0	**0**	6	**100**
Entrepreneurship and Small Business	16	5	**31.3**	1	**6.3**	0	**0**	12	**75**
Medical Office Assistant	4	2	**50**	0	**0**	0	**0**	4	**100**
Medical Steno	1	1	**100**	0	**0**	0	**0**	1	**100**
Office Education	15	4	**26.7**	1	**6.7**	1	**6.7**	15	**100**
Business Total	**70**	**24**	**34.3**	**5**	**7.1**	**1**	**1**	**56**	**80**
Community Services									
Advanced Ceramics	2	0	**0**	0	**0**	0	**0**	2	**100**
Barber Stylist	1	0	**0**	0	**0**	0	**0**	0	**0**
Chemical Dependency Worker (1)	6	0	**0**	1	**16.7**	0	**0**	2	**33.3**
Chemical Dependency Worker (2)	6	0	**0**	1	**16.7**	0	**0**	4	**66.7**
Corrections Worker	28	12	**42.9**	0	**0**	0	**0**	13	**46.4**
Cosmetologist: Pre-employment	24	13	**54.2**	0	**0**	0	**0**	24	**100**
Early Childhood Education (1)	9	3	**33.3**	0	**0**	1	**11.1**	9	**100**
Early Childhood Education (2)	1	0	**0**	0	**0**	1	**100**	1	**100**
Ecotourism	4	2	**50**	1	**25**	0	**0**	1	**25**
Institutional Cooking	5	4	**80**	0	**0**	0	**0**	3	**60**
Media Arts Production (1)	5	1	**20**	0	**0**	0	**0**	2	**40**
Media Arts Production (2)	1	0	**0**	0	**0**	0	**0**	0	**0**
New Media Communications	10	1	**10**	1	**10**	0	**0**	7	**70**
Professional Cooking	16	10	**62.5**	0	**0**	1	**6.3**	10	**62.5**
Short Order Cooking	1	1	**100**	0	**0**	0	**0**	1	**100**
Community Services Total	**119**	**47**	**39.5**	**4**	**3.4**	**3**	**2.5**	**79**	**66.4**
Health Services									
Home Care/Special Care Aide	1	0	**0**	0	**0**	0	**0**	1	**100**
Special Care Aide	1	0	**0**	0	**0**	0	**0**	1	**100**
Health Services Total	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**100**
Industrial									
Carpenter: Pre-employment	11	8	**72.7**	0	**0**	0	**0**	2	**18.2**
Outdoor Power Equip (Lawn/Garden)	3	1	**33.3**	0	**0**	0	**0**	0	**0**
Outdoor Power Equip (Marine Tech)	2	0	**0**	0	**0**	0	**0**	0	**0**

GRADUATE STATISTICS (Woodland Campus) **01-July-01 to 30-June-02**

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
Outdoor Power Equip (Motorcycle)	4	0	**0**	1	**25**	0	**0**	0	**0**
Outdoor Power Equip (Snowmobile)	4	1	**25**	0	**0**	0	**0**	0	**0**
Truck & Transport Mechanical Repair	5	0	**0**	0	**0**	0	**0**	0	**0**
Welder Pre-employment	19	11	**57.9**	1	**5.3**	0	**0**	0	**0**
Industrial Total	**48**	**21**	**43.7**	**2**	**4.2**	**0**	**0**	**2**	**4.2**
Technology									
Electrician	32	7	**21.9**	1	**3.1**	1	**3.1**	0	**0**
Forest Ecosystem Technology	5	2	**40**	0	**0**	0	**0**	1	**20**
GIS for Resource Management	10	2	**20**	0	**0**	0	**0**	5	**50**
IRM: Wildlife Technician	1	0	**0**	0	**0**	0	**0**	0	**0**
Integrated Resource Management	2	0	**0**	0	**0**	0	**0**	0	**0**
Micro-Electronics Technician	15	0	**0**	2	**13.3**	0	**0**	0	**0**
Technology Total	**65**	**11**	**16.9**	**3**	**4.6**	**1**	**1.5**	**6**	**9.2**
EXTENSION FULL-TIME									
Advanced Ceramics	1	0	**0**	0	**0**	0	**0**	1	**100**
Business Planning	25	6	**24**	0	**0**	0	**0**	9	**36**
Ceramic Foundations	3	0	**0**	0	**0**	0	**0**	3	**100**
Ceramic Sculpture	3	0	**0**	0	**0**	0	**0**	3	**100**
Ceramist	1	0	**0**	0	**0**	0	**0**	1	**100**
Class 5 Driving Instructor	14	0	**0**	1	**7.1**	0	**0**	2	**14.3**
Computer Clerk	2	1	**50**	0	**0**	0	**0**	2	**100**
Driver Training: 1A Comb. Vehicle (1)	33	4	**12.1**	0	**0**	0	**0**	2	**6.1**
Electrician	18	2	**11.1**	0	**0**	0	**0**	0	**0**
Esthetician	5	1	**20**	0	**0**	0	**0**	5	**100**
Front End Loader Mining Sector	1	0	**0**	0	**0**	0	**0**	0	**0**
HEO: Motor Grader (1)	32	1	**3.1**	0	**0**	0	**0**	4	**12.5**
HEO: Backhoe (1)	5	2	**40**	0	**0**	0	**0**	0	**0**
HEO: Crawler Tractor (1)	22	3	**13.6**	2	**9.1**	0	**0**	2	**9.1**
HEO: Excavator	20	0	**0**	1	**5.0**	0	**0**	4	**20**
HEO: Front End Loader (1)	5	1	**20**	1	**20**	0	**0**	0	**0**

GRADUATE STATISTICS (Woodland Campus) **01-July-01 to 30-June-02**

Division	Total Grads	Abor Grads	% of Total	Dsbld Grads	% of Total	VM Grads	% of Total	Wom Grads	% of Total
HEO: Motor Scraper	4	0	**0**	0	**0**	0	**0**	0	0
Home Care Aide	1	0	**0**	0	**0**	0	**0**	0	**0**
Home Care/Special Care Aide	33	10	**30.0**	1	**3.0**	0	**0**	30	**90.9**
Home Care/Special Care OTJ	5	0	**0**	0	**0**	0	**0**	2	**40.0**
Hydraulic Shovel Mining Sector	8	0	**0**	0	**0**	0	**0**	0	**0**
Institutional Cooking	20	11	**55.0**	0	**0**	0	**0**	13	**65.0**
Micro-Electronics Technician	9	0	**0**	0	**0**	0	**0**	1	**11.1**
Office Education	12	8	**66.7**	0	**0**	0	**0**	11	**91.7**
Ore Truck Mining Sector	12	0	**0**	0	**0**	0	**0**	0	**0**
Professional Cooking	5	4	**80.0**	0	**0**	0	**0**	3	**60.0**
Short Order Cooking	2	1	**50**	0	**0**	0	**0**	2	**100**
Welder Pre-Employment	22	6	**27.3**	1	**4.5**	0	**0**	0	**0**
Extension (Full-time) Total	**323**	**61**	**18.9**	**7**	**2.1**	**0**	**0**	**100**	**31.0**
Woodland Graduate Total	**627**	**164**	**26.2**	**21**	**3.3**	**5**	**0.1**	**245**	**39.1**

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